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The
National
Parent-
Teacher
Magazine

CHILD WELFARE



MAY 1933

One Dollar per Year . Ten Cents per Copy

Quotations *concerning* . . .

The

MOTION PICTURE PLAN of

The National Congress of Parents and Teachers

Maryland

"We are especially interested in the plan for Better Movies in the January magazine. If this plan for educational and recreational films were adopted, it would succeed in making the National Congress of Parents and Teachers the greatest educational force for better movies in America."—E. S. H.

Alabama

"I believe you have set up a milestone for cleaner pictures in the United States and the world, and I, who have worked so long, have taken courage."—M. M. T.

Idaho

"For years we have worked for better movies along the old lines without progress and this new Motion Picture program seems so sane and sensible that I feel sure it will have a strong appeal to our good workers as soon as they can be made familiar with it."—E. B. O.

Ohio

"Your article in the January CHILD WELFARE is splendid, and I am urging study groups to make use of your suggestions in putting on a motion picture program."—Mrs. H. P. S.

Massachusetts

"I have read and reread your motion picture article in CHILD WELFARE. I quite agree with you on the futility of previewing and publishing film estimates. The parent-teacher association is our best hope for handling this baffling question."—Mrs. F. P. B.

New Jersey

"I think Mrs. Gilman is doing an excellent piece of work, which deserves our hearty support. I am interested in the Brookhart Bill, and our association will urge our senators to support it."—Mrs. M. A. E.

Minnesota

"You have a 'big order' outlined. The schools certainly are in sore need of having some constructive work done in behalf of educational films. We are also much interested in raising the level of films for entertainment."—F. D. L.

From a Letter to "The Christian Century":

"Those who have followed Professor Eastman's treatment of the motion picture industry in the columns of this paper will, I am sure, be interested to know that one organization at least has taken definite action which may be far-reaching in its consequences. . . . I wish that a movement could be started in all our churches and schools to cooperate with the parent-teacher association in this most promising new procedure."
—Victor E. Marriott.

CHILD WELFARE

The National Parent-Teacher Magazine

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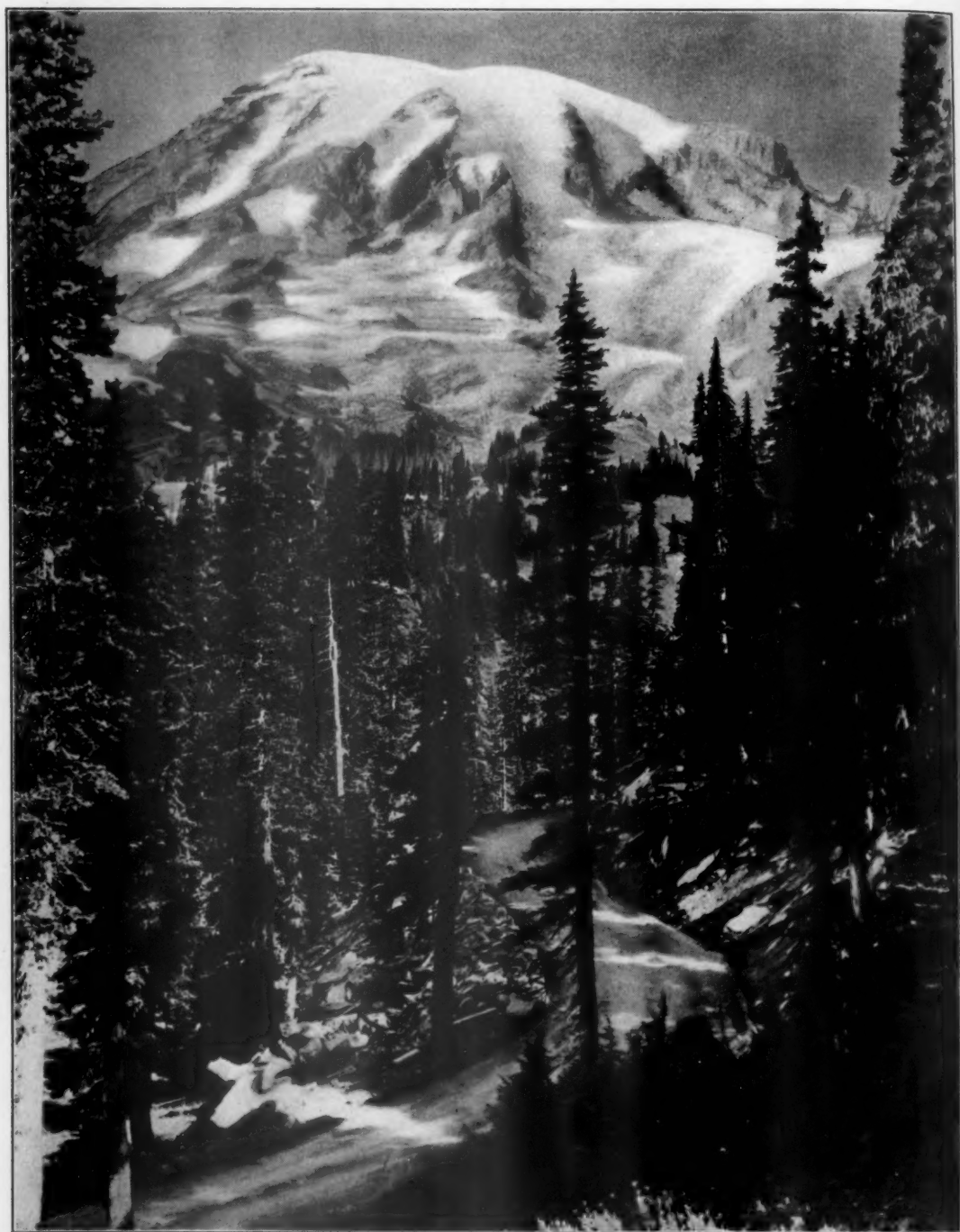
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MOUNT RAINIER

As seen from the entrance to Paradise Valley,
Rainier National Park

The *President's* MESSAGE

OUR recent experiences in attempting to protect education against unnecessary cuts have forced us to realize how dependent each part of the social fabric is upon every other part. If our economic world is not wise or if it suffers from various causes, our educational world is deeply affected. If business fails, then education, public health, city administration, agriculture, homes, and all other phases of living are affected. It becomes apparent that if we would protect and educate our children we must have the best possible support in our communities for such a program. To obtain that support we must all work together in confidence and in united purpose.

The best possible parents are not wise enough to give children all they need in guidance and care; the finest teachers are unable to bring complete security to our young people. Until we build a community of interest that surmounts all personal and petty motives and that accepts a community responsibility for children we shall not be able to progress satisfactorily in child welfare.

Parent-teacher associations will act wisely in seeking to draw together leaders in civic, business, and professional fields to confer on the problems of educating children, of giving them medical and dental care, of providing wholesome amusements and recreation, and of making opportunities for them to develop into useful, loyal citizens.

The year ahead needs concentrated effort, wise planning, and a cheerful approach to our problems. Let us hold our meetings for the high purpose of discussing the future welfare of our children. Let us not speak in terms of regret for the past but in terms of confidence for the future; confidence because of the faith we have in our neighbors far and near; confidence that what we determine to have for children will be theirs if we are united in our effort and wise in our planning.

Are you satisfied to let things "just work out," or are you willing to struggle for an earlier and better solution by making the parent-teacher association a center for the consideration of the "child and his community"?

Minnie B. Bradford

President, National Congress of Parents and Teachers

A FAMILY AT COLLEGE

MOTHERS, FATHERS, AND CHILDREN ENRICH THEIR LIVES BY GOING TO COLLEGE TOGETHER

By MAY E. PEABODY • Professor of Parent Education, Summer Institute of Euthenics, Vassar College

HELLO," said a little friendly voice. "What's your name?"

I stopped in my early evening stroll to see a little figure pressed near the screen of the window.

"Hello," I responded. "My name's May."

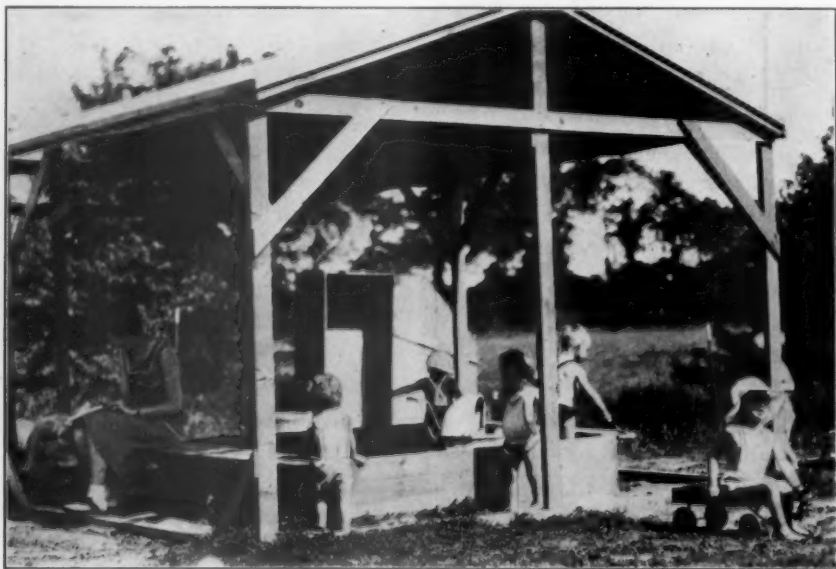
Then I went on with a friendly wave of the hand to the night-robed child, knowing very well that the nursery school teachers in the children's wing of Cushing Hall were busy enough without outside entertainment.

"A friendly place," I mused, continuing my walk. "From faculty to babes."

Perhaps after all that little piping friendly voice best translates that formidable expression—Institute of Euthenics. Surely no one can "live well" without that friendly feeling.

There was wisdom and rare insight when Mrs. Blodgett gave to Vassar College the School of Euthenics: wisdom in her knowledge of how people need to pause in their busy lives to orient themselves to life itself, insight in her appreciation of the need of people being and living with others in mutual study and exchange of ideas.

ON June 28, 1933, the summer session of the School of Euthenics begins at Vassar College. In the field of adult education there is no more ideal situation than Vassar College provides. Here on the edge of the lovely campus stands Cushing Hall, headquarters for students and faculty, with



Courtesy Vassar College

While the mothers study, the children are also learning some of the lessons of life

its west wing for parents, teachers, summer school undergraduates; and its east wing for the children of the two schools who are under the care of teachers the twenty-four hours of the day. Between the wings are the social rooms and the dining-room. A minute's walk away is Blodgett Hall, the administration building, with offices for faculty, classrooms, laboratories for classes in household technology, interior decoration, physiology, and arts and crafts. Just another

minute's walk brings one to the gate of the nursery school. Beyond the nursery school stretches the golf course. One always pauses under the archway at Blodgett to see this picture framed by the arch, ever changing, ever beautiful. If physical comfort and aesthetic setting contribute to "well living" surely one is satisfied already.

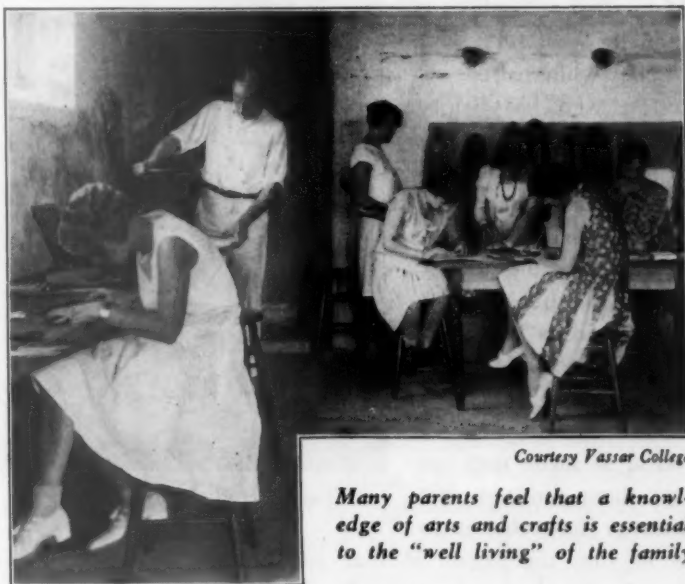
One wonders where to begin to tell about this summer school at Vassar, and so, as in the old fairy tales, I begin: Once upon a summer Mr. and Mrs. Bell and two-year-old Teddy started for Vassar. In a way it was like a fairy tale to Mrs. Bell for she had dreamed many days about this. And now they had arrived.

"Teddy, old man, you are going to college."

"We'll matriculate," said Mr. Bell as they reported at the nursery school.

With the preliminaries carried out, Teddy reports for a nap, and sleepy and tired goes to sleep like the good child in the fairy tale. Then Mr. and Mrs. Bell start on their tour of inspection, for all the world like two freshmen.

The nursery school with its equipment and the larger outdoor playground are all carefully inspected. The sleeping-rooms at



Courtesy Vassar College

Many parents feel that a knowledge of arts and crafts is essential to the "well living" of the family

Cushing Hall for the children are examined. Nursery school teachers answer innumerable questions and a growing feeling of security takes the place of a little tugging feeling of anxiety as they realize that Teddy's comfort and happiness are the big things at stake. Mr. Bell feels as proud as the father of the adolescent who walks about the campus of his son's college. Back at Blodgett Hall they pore over the schedule of classes for Mrs. Bell.

"Don't forget the golf sticks the next time you come," reminds Mrs. Bell as they pass under the archway into Blodgett.

It is difficult for students to decide what courses to take. They all are intriguing. There is the mental hygiene course with the well-known Dr. H. M. Tiebout from the New York Medical Center.

"We need that," says Mr. Bell, with a twinkle.

Then there are household technology, arts and crafts, the family.

"I want them all," sighs Mrs. Bell.

"We need the physiology course," admonishes Mr. Bell.

"Adolescent psychology too," answers

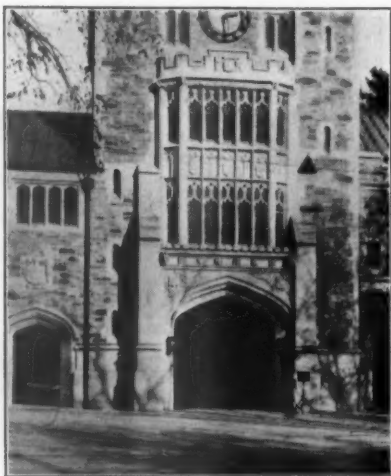
Mrs. Bell. "Teddy is growing so fast."

The white-haired director, who has helped so many student families to meet their needs, tactfully reminds them that Mrs. Bell must save time in her schedule to observe in the nursery school and to have conferences with the teachers.

Finally a tentative course is made out, not too many courses but three or four that seem to fit into the needs of that little family. And then the director tells them that they may shop around among all the classes in the next two days either to confirm their choice of courses or to change it. There must be time for recreation in the true sense of that word, time for playing too.

Before either can realize it the week-end is over and Mr. Bell goes back to his work. Mrs. Bell, after a flying peep at Teddy asleep on his cot in the children's wing, comes back to her own room to muse over what has happened and to speculate on the next six weeks. Outside in the corridor she hears other mothers gaily talking together. What an interesting life is before her!

Those kindergarten teachers who sat together at dinner were having such a gay time. They are here to learn nursery school technique. They will get a great deal in this laboratory of parents and children. Mrs. Bell's next door neighbor is a principal of an elementary school. One mother has brought two children, one for the nursery school and one for the school for older children. In her talk with some of the women at dinner Mrs. Bell has found out that one has come



Taylor Hall, Vassar College

chiefly to take interior decoration for the new house she is building. There is a group who are interested in leadership in parent education for their community. One woman explains that she is interested in only two courses, physiology and household technology. And then she adds, "And golf."

Later that evening Mrs. Bell tiptoes down the corridor to the water cooler (why is it always at the other end of the hall?). She hears the low murmurs of a group from one room. She sees the light in the transom of the principal's room. That rather dignified woman coming up the stairs has just put up her bicycle after a little run over to the Alumnae House. The hostess coming out of her room at that moment explains that there are bells for rising and for meals. And she adds that in case one misses these warnings there is the Alumnae House, instant in hospitality, where one can find a late breakfast. And so life begins at the Institute.

THIS is not a fairy tale, my dear reader. It is an episode in the life of many women who come to the Summer School of Euthenics. One could follow Mrs. Bell's life into days filled with pleasure, profit, and—to be sure—problems, for one lives in this summer school and life always presents its many sides. There is a surprising lack of academic atmosphere, there are no examinations and no one is feverish for points. Classes are held, to be sure, but much goes on in the way of learning in



A summer student at Vassar

(Continued on page 496)

OVERBURDENED CHILDREN

A CLARION CALL FOR THE PROTECTION OF
CHILDREN FROM LABOR THAT INTERFERES
WITH THEIR PHYSICAL AND MENTAL GROWTH

By S. PARKES CADMAN, D.D., LL.D.

AT a time when the large majority of our people are feeling the extra load which adverse conditions have imposed on them, let us not lose sight of the little ones who are least able to withstand its pressure. Older groups are vocal and rightly so about their contrary circumstances, but unless the children's wrongs find adult advocacy they may pass unnoticed. National Child Labor Day, the annual observ-

ance of which occurred in January, under the auspices of the National Child Labor Committee, assumed a new significance because it entered a plea for our overburdened minors at a critical moment. I count myself privileged in being permitted to second that plea.

The total number of children employed for gainful purposes has been considerably reduced for the time being. The United States census for 1930 estimates those from ten to fifteen years of age who are thus engaged at nearly seven hundred thousand as compared with over a million in 1920, a reduction of 37 per cent.

But many children now at work have been driven prematurely into industry by the prolonged worklessness of adult relatives. And some less scrupulous small manu-

Child Welfare is proud to give to its readers this special message from S. Parkes Cadman, D.D., LL.D. Dr. Cadman needs no introduction. He is already known and loved by thousands of readers in every part of the country. For over twenty-five years he has had from seventy-five to one hundred letters each week from those who seek help in matters of faith. Since he first started to conduct the Question Box over the radio, he has answered thousands and thousands of questions.

facturing concerns take advantage of this drastic situation to work young girls excessive hours at starvation wages. Domestic extremity is greed's opportunity. It accounts for beginners earning three dollars a week or less in some textile and clothing factories of Connecticut, Massachusetts, New Jersey, and Pennsylvania. In South Carolina and Georgia, where the longest working hours are legally permitted,

the census of 1930 showed an actual increase in the children under sixteen employed by manufacturing concerns. A corresponding increase in injuries due to ignorance, carelessness, or contributory negligence is traceable, in part, to the importation of child labor without the restraints our social necessities demand.

I USE the term "social necessities" advisedly. For nothing is more important than the preservation of the physical, mental, and moral well-being of our children. The nation marches on their feet into its future, and since it is open to the advantages and the disadvantages of self-sovereignty, its little ones become in an intensified meaning the seed corn of its very life and being as

a democracy. Interference with their proper development for the onerous tasks ahead is therefore a betrayal of the fundamental interests of the home, the church, and the state.

Quite apart from the stunted growth and enfeebled bodies of factory youngsters, their education and equipment for what must be a stern and exacting mission require constant attention. Countless boys and girls for whom jobs are not available are deprived of those scholastic facilities which should be in full operation. In many sections the schools have been forced to accept reduced appropriations, the teaching staffs are curtailed, the school terms are shortened, vocational and technical programs have been suspended, and requisite building schemes cancelled. Thus handicapped, national education is at the minimum, and rendered unable to hold or recall a host of the boys and girls for whom industry has no openings.

The United States Children's Bureau informs us that upwards of half a million boys and young men around or under twenty-one years of age are drifting about the country or jumping freight trains in a fruitless search for something to do. Cities already taxed by community needs do not relieve this deplorable waste of valuable human material. The most they do is to give these derelicts a night's lodging and a meager meal or two, after which they pass them on to become an augmented problem with menacing aspects.

It is impossible to exaggerate the actual or incipient evils fostered by public indifference to these notorious sins against childhood and adolescence. The body politic is jeopardized by outraged youth. It seldom forgets or forgives injustices and wrongs wreaked upon its defenseless stages. Charles

Dickens was wounded in spirit when a child, and later on he pilloried the oppressors of the children, holding them up to scorn and contempt, and helping to abolish their heartless monopolies of flesh and blood.

With any needed qualifications, the foregoing statements show that mere numerical reduction in the child laborers of the republic is practically impotent until alternative provision is made for their constructive training. Never has the demand for the enlargement and strengthening of the nation's educational system been more insistent than now. Yet seldom has that system been more restricted and weakened than now.

It will not do to plead poverty in an era when popular entertainments and pleasure seekers abound on every hand, spending vast sums of money for pursuits many of which are of no permanent benefit, and some of which are avowedly illicit and risky. More than *two million* youngsters, including those ranging from sixteen to seventeen, are reported by the census of 1930 as gainfully employed. But more than *three millions* are not attending school. What about this extra million? What do we propose to do with them? Their compulsory idleness is a fertile soil for vagrancy, crime, and dishonor. Nor can we escape our responsibility for the degrading outcome.

HERE is a nation-wide opportunity requiring an equally wide acceptance. We ought to take all children under sixteen years of age out of industrial occupations and off the streets and highways in order to give them educational training. Heads of families should do the work which the children are doing, and by this means lower the sinister statistics of the unemployed millions of breadwinners.

Satisfaction, usefulness, security, and progress do not drop out of the skies upon a people hardened by custom or blinded by self-interests. They must be sedulously cultivated by every means at our disposal. The sophisticated maxims of moral morons should be repudiated by wise and foresighted parents and patriots. Unless we give the children and youth of this generation a chance to master the delicate and difficult art of living, they may turn on us in the near future and require an accounting for our default. Think of what awaits them; of the complexities our experts cannot simplify; of the contentions they are unable to conciliate; of the economic instabilities they

do not control; of the international disputes they have not adjusted.

It is indeed bad enough to bequeath to American citizens of 1950 and onwards such a mess as we have made of things. But it adds insult to injury to deny them the ways and means for competency to clean it up. Because of these and collateral reasons I solicit the unstinted support of my readers in CHILD WELFARE for the policies of the National Child Labor Committee. Get its literature, study its programs, consider the catastrophes it strives to avert and the achievements it aims to win. You will be convinced, I think, that it is an absolutely essential factor for our nation's welfare.



Courtesy Massachusetts Child Labor Committee

Shall we continue to let children bear a very large share of the burden of the depression?

BUT the things that communities propose to do to schools in the hysteria of economy far surpass the wildest aberrations of bull-market days. We hear a great deal about frills. What are frills? Teachers' salaries appear to be frills in some cities. The health of school children is a frill in others. Since night schools are a frill in one community we close them and throw 75,000 people into the streets. . . . Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency."—ROBERT M. HUTCHINS, *President, University of Chicago.*

YOUTH RESHAPES THE HOME TOWN

HIGH SCHOOL PUPILS PREPARE FOR CITIZENSHIP BY PLANNING THEIR TOWNS AS THEY SEE THEM ONE HUNDRED YEARS HENCE

By A N N A C. B R D

IT is not often that those who carry out an experiment are rewarded with results beyond their fondest hopes. So we who have carried out the "Game Plan" experiment here described esteem ourselves highly favored in that the success of our effort was not marred by one critical or discordant note. The quality of the work produced by the school children—with the cooperation of their teachers and others—was a revelation to everyone, including the teachers and, perhaps, the children themselves.

Let me explain briefly what the Game Plan is and how it originated. Finding myself a member of the Massachusetts George Washington Bicentennial Commission I set myself to work out a program calculated to give the children the opportunity of acquiring an impulse which would start them to build for the future and so within their own sphere to follow in the footsteps of the master planner, George Washington. We all know that Washington's first profession was that of surveyor, that he was subsequently an engineer and finally the presiding genius over the choice of the site for our capital and the development of the plans which have produced the beautiful city of Washington.

Our object crystallized in the Game Plan. Here is how it introduces itself to the boys and girls of America:

"Just imagine! You have been asked to rebuild your town! It is a great honor, so do your best! You must build for the future! Picture your town one hundred years from now. What would you change to make it an ideal town in which to live? George Washington dreamed of our national capital. He planned the city that bears his name, and today, 150 years later, this city is nearing completion, just as he pictured it. Draw plans of your ideal

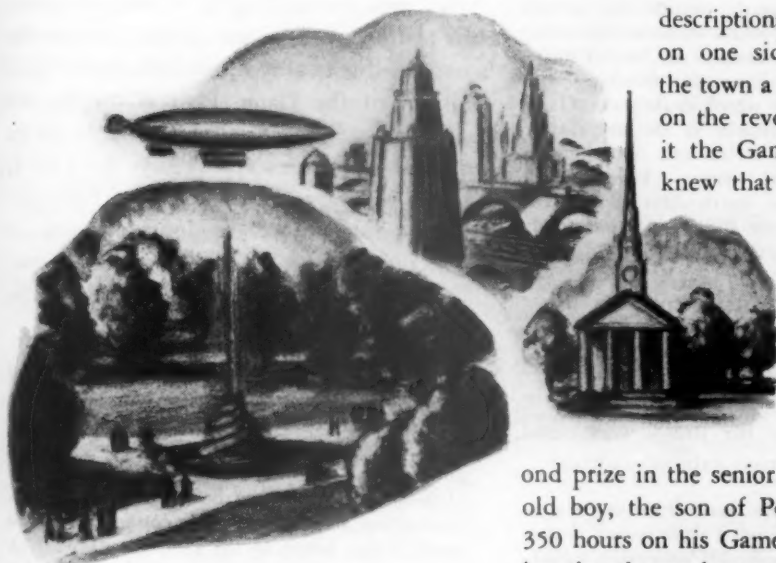


Drawings by Arthur Herrick

town with its parks, homes, playgrounds, airports, and streets for future traffic. Play this game of imagination which Washington played so well; and see how well you can rebuild your town."

The Game Plan involved three distinct exercises. The young people were asked:

- (1) To describe their town as they see it today.
- (2) To describe the town of their imagination for the year 2032.
- (3) To draw their plan for the town of their vision in the year 2032.



We asked the children to do an impossible job in the confident faith that they would do it. They did, as witnessed by the Norfolk County, Massachusetts, exhibition of Game Plans at Dedham, December 17, 1932. Five hundred Game Plans covered the entire length of the walls of the gymnasium of the Dedham High School and they were a complete revelation to everyone, though our confidence in the ability of the rising generation had led us to expect sterling work.

I think that our success was somewhat due to what we did not do. We set the children an impossible task and we refrained from giving them any idea as to how they might work it out. This restraint may have been due to our own inability to instruct the children in such a novel essay. But we wanted the children's imagination and ideas to have free play, unfettered by suggestions from adults. The children accepted our challenge in the spirit in which it was offered and I believe it will turn out that they "builded better than they knew" and have made history.

OUR Game Plan is a single sheet of paper of a suitable size to carry the two

descriptions of the home town on one side and the plan of the town a hundred years hence on the reverse side. We called it the Game Plan because we knew that it would appeal to the sporting instincts of the children and in their eyes would be a worth while adventure. When I tell you that the winner of the sec-

ond prize in the senior class, a sixteen-year-old boy, the son of Polish parents, put in 350 hours on his Game Plan, you may realize the thoroughness and tenacity of purpose which the Game Plan brought to light in many boys and girls of Norfolk County. Teachers have told us that they have never known their pupils so enthusiastic over any project, so those who fear that children will take only predigested, spoon-fed educational matter may pluck up courage and introduce all the self-education which they can devise for the young people.

Here let me digress to draw attention to one very important by-product of our enterprise. We are told that 80 per cent of the parents of children who worked on Game Plans became interested; and it is certain that their interest must have led them to discover a great deal more about their own town and its possible development than they knew before. So the Game Plan not only builds for the future but it strengthens the present by stirring the adults to a much-needed appreciation of their town. This by-product did not come as a surprise to us. We expected it and were not disappointed. And a very valuable by-product it is.

Now let us see what educators say about it. Here is an editorial by Mr. Anson W. Belding from the *Journal of Education*:

"Not often do people outside the schools contribute so worth while material for relating education with reality as Mrs. Charles Sumner Bird has done in fostering this Game Plan. A fact which makes the Game Plan especially workable is its correlation with such studies as civics, art, mathematics, English and general science. Existence of such studies in our curriculum makes the handling of the Game Plan a comparatively simple matter."

Here is a detailed statement supporting Mr. Belding's contention. Mr. Herbert H. Archibald, Principal of the Norwood High School—which won first prize in the senior class, second prize in the junior class, and a prize for its collective exhibit—writes:

"Viewing this experiment from the standpoint of a school official, I wish to say that it has proven to be a splendid education undertaking and well worthy of further development.

"There are few enough times during the course of a school year when correlation between departments can be effected, and this Town Planning Game Project offers as fine a medium through which to bring inter-department objectives together as could be desired.

"As I can see it, the major project of drawing the map, which naturally would be supervised in the Art Department, was very nicely supplemented by thorough investigation of the town's history through the Social Science Department; a very detailed and careful piece of written composition telling of the history of the town and probable future of the town, through the English Department; the typewriting of these essays, through the Commercial Department; investigation into the latest scientific developments of travel, transportation, heating, lighting, and ventilating systems, through the Science Department; and finally, an arrangement of the complete work along symmetrical lines with design and artistic touch, which study can be made in connection with mathematics and interior decoration.

"Best of all, the civic training and interest in community affairs once started in the students of high school age through this work, can be regarded as one of the major achievements of this project. If but the barest conception of Town Planning can be had by these young people, the thought given to the problems of Town Planning will, in a good many, start the trend of investigation and research into what is today; so we hope that those who seriously went at this project will follow on in after-school work."

We may be rushing in where educators fear to tread, but we are convinced that the most valuable quality of the educational possibilities of the Game Plan is the opportunity for self-education which should be its principal feature. Capt. Percy R. Creed, who, as secretary of the movement, has done the organization and development work in connection with the Game Plan, is an enthusiastic advocate of self-education. Here are his views:

"Ought not the children to be encouraged to discover for themselves how their town is administered? Ought they not to investigate for themselves all the human activities which go with the administration and development of their town? I do not believe that classroom instruction or even teacher-conducted tours would bring home to the child anything like the same vivid realization which would be won by the child's own independent investigations. In carrying them out the child would automatically cultivate initiative, the faculty of investigation, self-reliance, the powers of observation and thinking. Generally, all the child's faculties would be co-ordinated in a quest which should be an interesting adventure. The contacts which the child would have to make would be in themselves a liberal education and a practical experience for which the most skillful teacher could not provide a synthetic substitute.

"The man who does best in the world—it is the story of nearly every successful man, including George Washington—grows out of the youth who had to forage, educationally speaking, for his own food and to chew it for himself. The inherent weakness of every educational system is that it does the foraging and the chewing for the child. Would not the Game Plan and its logical developments help?"

Before the Game Plan was put to the test it was heartily endorsed by the Massachusetts State Commissioner of Education, the president of the Massachusetts Parent-Teacher Association, the Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H Clubs—in fact, by every adult and juvenile organization to which it was submitted. It has now been tried out exhaustively and has more than fulfilled the most sanguine expectations of those who accepted it through their faith in the abilities of the rising generation.

Dr. Payson Smith, Massachusetts State Commissioner of Education, wrote, after the Game Plan had been so successfully tried out:

"It is of the utmost importance in education for citizenship that definite points or objectives be given to the instruction. Teachers are trying to find ways in which they can give concrete direction to boys and girls in their study of the problems of citizenship. The Game Plan, which centers the attention of youth upon their own community and stimulates their imagination in planning for its betterment, has undoubted value and suggests possibilities of wide development.

"The experiments so carefully conducted under the superintendents of schools of the various towns and cities of Norfolk County and with the intelligent cooperation of the teachers demonstrate conclusively that young people will respond promptly and effectively to an appeal to their interest in all that concerns the welfare of the towns in which they live.

"It is my belief that the plan will find approval and acceptance and under continued experiments will be found to be of extreme usefulness as a means of developing correct civic attitudes."

The President of the National Recreation Association, Mr. Joseph Lee, was equally enthusiastic about the results of the Game Plan. Not long ago he wrote concerning it:

"I am very much interested in the Game Plan. It provides a sort of education for which every boy thirsts and just what every boys' crowd is continually looking for. It has an object which requires creation and ingenuity, and above all is difficult—three of the main desiderata in education. It also leads toward concrete knowledge of the community, of what its functions are and how they can best be fulfilled, and so to the development of public spirit—a result that the boy will not be thinking about, but which will be all the better obtained because not associated in his mind with being good.

"The stroke of genius in the enterprise was the application of the sound pedagogic principle of let-alone. It is a great piece of wisdom, or of luck, that those who started the idea have not interfered. Grown people, it is

true, should not be entirely excluded from participation. They can help a little on the side lines. A suggestion may be tolerated, even advice occasionally, if asked for. But it is firsthandedness that counts—the up-against-it that calls out the best in anybody."

THE Game Plan was never intended as a polite and interesting gesture to the memory of George Washington. It was designed as the start of a movement to see that our high school children absorb such a practical working knowledge of their town that when they leave school they will be able to give full and satisfactory answers to these questions:

What is my town for?

How am I going to develop it?

How am I going to pay for, and manage it?

The ignorance—and consequent apathy—of adults about their own towns is proverbial, but nobody who has not experienced this ignorance at first hand, as we have, could fathom its depths and darkness. It is idle to seek for explanations of how

"I am led to reflect how much more delightful to an undebauched mind is the task of making improvements on the earth than all the vainglory which can be acquired from ravaging it by the most uninterrupted career of conquests."—GEORGE WASHINGTON

such a sad and extremely wasteful condition has arisen. Haphazard development, ugliness, ill health, and bankruptcy have been the fruits of this ignorance. The practical thing is to make sure that it will not be perpetuated. If the next generation, at an age when "the mind is wax to receive and marble to retain," is trained to acquire—self-educationally as far as may be—a first-hand knowledge which will enable it to answer our three questions above, then, and only then, shall we have citizens familiar with the principles on which real values can be conserved and handed on to those who come after. Such a consummation is the least that we owe to the rich heritage bequeathed to us by the Father of our Country.

A vast amount of work remains to be done, entailing duties, responsibilities, and privileges which parents and teachers may be asked to share. The young people are growing up to face a world in a state of chaos. If we are true to our trust, and to our love for them, we shall not be content to teach them amiable, and sometimes unrealizable, abstractions about government, interlarded with piecemeal and evanescent "projects." We must see to it that the foundation of their training is a realistic conception of the human and material values of their own towns.

I would suggest that every parent-teacher association in the country cooperate in working out the logical development of the Game Plan. Please send your criticisms, opinions,



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The author of this article, Mrs. Charles Sumner Bird, of East Walpole, Massachusetts, is actively interested in public affairs and in young people. The Game Plan is only one of her civic projects

and questions to Capt. Percy R. Creed, 50 Congress Street, Boston, Massachusetts. We in return will send you all the information we have.

The winner of the Massachusetts prize, Arthur Cook, of Norwood, received the following letter from President Hoover in February of this year:

"MY DEAR MR. COOK:

"I congratulate you heartily upon winning the Massachusetts State prize for the best Game Plan. The competition for this honor is an example of

practical training in citizenship which may well be emulated elsewhere.

"Yours faithfully,

"HERBERT HOOVER"

A MAN (For My Father)

By LOUIS UNTERMAYER

I listened to them talking, talking, that table
full of keen and clever folk,
Sputtering followed by a pale and balking
sort of flash whenever someone spoke;
And underneath it all it seemed that furtive
things began to crawl,
Hissing and stalking in the dark, aiming at
no particular mark, and careless whom
they hurt.
And then I thought of you, your gentle
soul,
Your large and quiet kindness, ready to cau-
tion and console.
And with an almost blindness to what was
mean and low,
The drawl of men went away, and my re-

luctant hands rested long upon your
shoulders.
Firmly but never proud, you walked through
sixty years as through a crowd
Of friends who loved to feel your warmth
and who, knowing that warmth, knew
you.
Hearing the talkers talk, I thought of you.
It was like a great wind blowing, with sun-
light vast and clean,
And it was forests growing and it was black
things turning green,
And it was laughter in a thousand faces, it
was like victory rising from defeat;
The world may dwell again, and strong and
sweet.

From *These Times*, by Louis Untermeyer. Reprinted by permission of Harcourt, Brace and Company.



A SUMMER AT CAMP

HOW IT CONTRIBUTES TO THE PHYSICAL,
MENTAL, AND CHARACTER GROWTH OF
BOYS AND GIRLS

By ELAINE GOODALE EASTMAN

ORGANIZED camping is no longer a new thing in the educational field, but an accepted institution, highly prized by the discriminating as complementing both school and home. It came in with the Boy and Girl Scouts—or a trifle earlier—both presenting the much-needed antidote to our increasingly complex and mechanized civilization. Of the thousand or more private camps for boys and girls scattered up and down the land, few are older than the present century and many date back less than a decade. Northern New York and New England were the first and are still the favorite locations, while the West and the South are developing their own typical open-air establishments, even to winter camps in Florida and California.

"The happiest summer of my life!" cries the returning camper, possibly startling some devoted parent to whom this first separation

has proved an ordeal. The remark may have meant no less than a repossessed and reinvigorated personality. Moreover, we should appreciate the fact that no home, however lavishly equipped, can compete with specialists in all departments.

The physical culturist, the trained nurse, the dietitian, the artist, each has his or her place in camp. Games and sports are coached in proper form and scientifically adapted to the individual. Even frivolous people value proficiency in various sports as aids to social poise and the peerless charm of glowing health.

Primarily, the camp movement stands for supervised play—play both as free self-expression and as an essential factor in education. The nature setting is, of course, fundamental. A continuous flow of clean, balsam-laden or sea-scented air both by night and by day; long, nerve-soothing silences, offset



Photograph by Ruth Alexander Nichols, courtesy Girls Scouts, Inc

Team play may extend even to the naming of wild flowers

by the frequent relief and relaxation of unchecked noise and activity; the wholesome regularity of the life, with just enough discipline to ensure best results—these things are in themselves an unmixed good. Developed intelligence about the visible world, and the cultivation of eye and ear to observe its wonders, tends to make life permanently more interesting. For quiet hours and rainy days there are occupations more in keeping with the temper of the scene than card-playing and novel-reading. Weaving, basketry, pottery and such simple handicrafts invented by primitive man, possess both dignity and utility and fit happily into the balanced program.

Youth craves adventure as the sparks fly upward; and this need, too, is fortunately met by the summer camp, while suppressing that element of risk and danger inseparable from the uncensored outings of the inexperienced. To the city-bred youngster—and even to the country-bred who has not achieved full control of his environment—it is an adventure to climb a mountain, pack

on shoulder, and afterward to sleep upon its stony and wind-swept summit, expectant of the glories of sunrise. To be spilled incontinently out of a canoe, yet bring yourself and canoe safely to shore; to master a wilful horse; to make a dry and comfortable camp in an unknown forest, during a hard rain—each of these yields its unmistakable thrills to the novice. Best of all, the conscientious

parent knows that each and every experience is hedged about with the most minute—though cleverly hidden—precautions!

WE should not fall into the error of supposing that camp is only for the active and athletic girl or boy. It is really the bookworm, the movie fan, the anemic or lazy or indifferent, above all the self-absorbed, the vain, and the timorous who profit by it most. Many as are the children who are victims of posture defects or of faulty nutrition, perhaps even more are afflicted with an ingrowing ego; and whether it be the noisy and conspicuous type or the sensitive and inhibited, there would seem to be no cure so timely, effective, and nearly painless as the camp cure. Camp is a democratic little world where as few clothes as possible are permitted to obscure the fact. The snob and the "show-off" are despised; cowardice and childishness are laughed out of court. On the other hand, the shy and self-distrustful are encouraged to forget themselves in

worth while endeavor, hidden talents are brought to light, and qualities of true sportsmanship and leadership win recognition.

If the child has a tiny gift for writing or acting, for singing or dancing, the summer camp may be counted upon to discover it and to supply a responsive audience. From the camp paper to the extemporized minstrel show, from dramatized fairy tale to impressive open-air pageant, here is abundant scope for varied forms of artistic self-expression. Amusement which is passive and non-participating—the moving picture being the extreme instance—is quite out of focus with the camp idea. The aim is to develop the sincere and lasting enjoyment which comes of ardent effort and enthusiastic team play. Most camp honors are wisely noncompetitive, with the thought of measuring one's self against natural forces and mere inertia, rather than against one's companions.

The constantly upheld ideal of "camp spirit"—that loyalty to the common good upon which all morality is founded—cannot fail to sink deep into the susceptible minds of young people of the teen age and, we trust, to bring forth a later harvest.

WE feel the summer has done her lasting good." "All the family think him greatly improved in every way." "To me, the changes wrought in the girls' lives are positively miraculous." These are typical tributes of parents to the tangible results of a short eight weeks under the "spell of the open sky."

May, 1933

What with camps large and small, accessible and remote, on lake or ocean, "dude ranches" in the West, and a few touring camps, all tastes and pockets seem provided for. The fee of the private camp seems not at all exorbitant when we consider that a valuable plant and equipment can be utilized for only two or three months of the twelve, and that it is customary to have a trained and well-paid leader or coach to each three or four campers. The leading camp directors have organized and set up definite standards. A study of camp advertising and booklets reveals few noteworthy discrepancies; yet there are really greater differences than appear on the surface. The fundamental superiority of the better camp must be sought in the quality of its director and staff. The man or the woman who is not only a capable executive, but an inspiring personality, naturally surrounds himself or herself with other vital personalities, building up an organization which is the adequate expression of their desire for service in a spiritually rewarding, but not too crowded, field.



Courtesy Boy Scouts of America

These boys have learned to make their camp spick and span after breakfast—a habit which will be welcomed by their mothers when the boys return home



COOL ENSEMBLES FOR

AN AUTHORITY ON CLOTHING FOR
HOW TO MAKE COMFORTABLE AND
ENSEMBLES FOR BOY

By CLARICE L. SCOTT United

As regular as springtime, mothers of small girls and boys search through fashion books in quest of styles suitable for the approaching hot days. They are looking for something comfortable, yet their practical eyes are alert for styles easy to make and to launder.

Sunsuit ensembles are the ideal outfits. They are simply designed with features both practical and healthful. Over a sunsuit, a child need merely put on a matching dress or an overblouse to be warm enough during cool mornings and evenings, or to be appropriately clad for the street. Quite as quickly, it can be shed for a dig in the sand pile and a sun bath. Such convenient outfits are a source of much joy to little children who like to be free and independent of adult help.

A favorite ensemble for the little girl consists of a dress and a net top romper. This romper is fashioned so that it can be worn either as a cool undergarment with the dress or as a sunsuit alone. Its loose fit, deeply cut armholes, and open French pantie legs are just right when days are hot and clothes are apt to stick and bind. In fact, their comfort encourages active play.

A little girl can learn to put on and take off this romper all by herself. The center front placket is long and the three buttons that fasten it are just the right size for her to manage easily.

Other features that add to the practical value of this romper design are the tab extensions on the shoulders. They are tacked into place at the seam lines, then held down with buttons. When more length is needed, these tabs can be untacked and slipped back the right distance.

LES FOR HOT WEATHER

OTHER FOR LITTLE CHILDREN TELLS
RTABLE AND PRACTICAL SUMMER
ES FOR BOYS AND GIRLS

. SCOT United States Bureau of Home Economics

The matching coat dress can be put on in a jiffy when guests arrive or when it is necessary to accompany Mother to town. The style is simple and the way of putting it on so reasonable that mistakes are almost impossible. This too fastens at center front with three buttons like those on the romper.

A companion suit was designed for the small brother who still wears overblouses becomingly. His self-help trousers, which lap in the logical rather than the traditional way, button on to a marquise waist that may be either straight or surplice. For playtime, this sunsuit is enough, but when more proper dress is in order a matching overblouse completes the outfit. Its collarless, sleeveless style is so simple that a very little boy can put it on all alone. Only three buttons are used to fasten it and they are of just the right size and in the most convenient place for his tiny, inexperienced fingers to manage easily. Practically everything which often makes clothes a nuisance to the small boy has been done away with in this suit, and once it is on, he can forget it. A child always enjoys clothes that allow him to play in peace.

Leaflet 63, "Ensembles for Sunny Days," which illustrates and describes other hot weather ensembles, may be purchased for five cents from the Superintendent of Documents, Government Printing Office, Washington, D. C. Patterns for the outfits shown here have been made and placed on sale by a commercial pattern company and information concerning them will be sent on request to the U. S. Bureau of Home Economics, Washington, D. C.

Photographs courtesy U. S. Bureau of Home Economics



THE MAGIC HILL

By A. A. MILNE

ONCE upon a time there was a King who had seven children. The first three were boys, and he was glad about this because a King likes to have three sons; but when the next three were sons also, he was not so glad, and he wished that one of them had been a daughter. So the Queen said, "The next shall be a daughter." And it was, and they decided to call her Daffodil.

When the Princess Daffodil was a month old, the King and Queen gave a great party in the Palace for the christening, and the Fairy Mumruffin was invited to be Godmother to the little Princess.

"She is a good fairy," said the King to the Queen, "and I hope she will give Daffodil something that will be useful to her. Beauty or Wisdom or Riches or—"

"Or Goodness," said the Queen.

"Or Goodness, as I was about to remark," said the King.

So you will understand how anxious they were when Fairy Mumruffin looked down at the sleeping Princess in her cradle and waved her wand.

"They have called you Daffodil," she said, and then she waved her wand again:

"Let Daffodil
The gardens fill.
Wherever you go
Flowers shall grow."

There was a moment's silence while the King tried to think this out.

"What was that?" he whispered to the Queen. "I didn't quite get that."

"Wherever she walks flowers are going to grow," said the Queen. "I think it's sweet."

"Oh," said the King. "Was that all? She didn't say anything about—"

"No."

"Oh, well."

He turned to thank the Fairy Mumruffin, but she had already flown away.

It was nearly a year later that the Princess first began to walk, and by this time everybody had forgotten about the Fairy's promise. So the King was rather surprised, when he came back from hunting one day, to find that his favourite courtyard, where he used to walk when he was thinking, was covered with flowers.

"What does this mean?" he said sternly to the chief gardener.

"I don't know, your Majesty," said the gardener, scratching his head. "It isn't *my* doing."

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"Then who has done it? Who has been here today?"

"Nobody, your Majesty, except her Royal Highness, Princess Daffodil, as I've been told, though how she found her way there, such a baby and all, bless her sweet little—"

"That will do," said the King. "You may go."

For now he remembered. This was what the Fairy Mumruffin had promised.

That evening the King and the Queen talked the matter over very seriously before they went to bed.

"It is quite clear," said the King, "that we cannot let Daffodil run about everywhere. That would never do. She must take her walks on the beds. She must be carried across all the paths. It will be annoying in a way, but in a way it will be useful. We shall be able to do without most of the gardeners."

"Yes, dear," said the Queen.

So Daffodil as she grew up was only allowed to walk on the beds, and the other children were very jealous of her because they were only allowed to walk on the paths; and they thought what fun it would be if only they were allowed to run about on the beds just once. But Daffodil thought what fun it would be if she could run about the paths like other boys and girls.

One day, when she was about five years old, a Court Doctor came to see her. And when he had looked at her tongue, he said to the Queen:

"Her Royal Highness needs more exercise. She must run about more. She must climb hills and roll down them. She must hop and skip and jump. In short, your Majesty, although she is a Princess she must do what other little girls do."

"Unfortunately," said the Queen, "she is not like other little girls." And she sighed and looked out of the window. And out of the window, at the far end of the garden, she saw a little green hill where no flowers grew. So she turned back to the Court Doctor and said, "You are right; she must be as other little girls."

So she went to the King, and the King gave the Princess Daffodil the little green hill for her very own. And every day the Princess Daffodil played there, and flowers grew; and every evening the girls and boys of the countryside came and picked the flowers.

So they called it the Magic Hill. And from that day onward flowers have always grown on the Magic Hill, and boys and girls have laughed and played and picked them.



Courtesy Colgate-Palmolive-Peet Company
From an illustration by Saida for
"The Magic Hill"

~ All-Round Health Course ~

THE NINTH LESSON

FOR STUDY GROUPS, PARENT-TEACHER ASSOCIATIONS, AND INDIVIDUAL PARENTS



IS YOUR TOWN HEALTHY?

By MARY E. MURPHY • Director, Elizabeth McCormick

Memorial Fund; Chairman, Child Hygiene, N. C. P. T.

A TOWN or a community which would be really healthy must consider both personal and public health. The healthy community must therefore be concerned with the health, and provision of health facilities, for every age group. During the past fifty years great strides have been made in health knowledge and public health procedures, so that we may survey our communities with fairly definite standards as a measuring rod. It is hoped that many parent-teacher groups will apply this measuring rod to their communities.

Is the community adequately organized for health?

Adequate organization will of course vary with the size of the community. Certainly no community should be without the services of at least a health officer well trained in matters of health and health protection. The ideal toward which we should strive is that no community shall be without the services of a health department which shall have on its staff trained physicians, nurses, and sanitarians. It is not economically possible or desirable for every separate small community to be so organized. The county

health unit idea is spreading over the country and more and more is providing these services to small towns and rural communities. In some cases whole states are organized on the county unit basis. Some of the larger, wealthier counties maintain complete units while the poorer counties maintain only the minimum services and depend upon the laboratories and specialists of the state department of health for bacteriological examinations, water analysis, etc.

PROJECT

Before the meeting of the study group, assign the questions asked in this article to the various members to be answered as fully as possible. Discuss the findings at the meeting and take steps to remedy some of the community health conditions which are unsatisfactory.

Are births and deaths registered promptly and completely and is every child born assured of its right to a birth certificate?

The necessity of a birth certificate in

order to prove school age, working age, and the rights of citizenship is well understood. And yet it is an amazing fact that it has taken a definite campaign extending over years to arrive at a place even approximately satisfactory. At present forty-six states are in what is known as the birth registration area, that is, the area accepted by the government, after checking by its own agents within the state, as registering at least 90 per cent of its births.

As for the pressing need of registration of each death and its cause, how may we gauge the health of the community and correct conditions unless we know for a certainty what our death rate is, the age at which we are losing our people, and the reasons for deaths?

Are communicable diseases being controlled?

Enough city and county health departments have conducted educational campaigns and drives to prove that it is now entirely possible to prevent by immunization the dreaded contagious diseases of childhood. It is coming to be a serious reflection on the health practices of a community for epidemics and deaths to occur from these diseases formerly so terrifying. A large proportion of blindness may be prevented by the use of prophylactic drops in the eyes of newborn babes. Serums and prophylactics are available from state departments of health and from the departments of our larger cities.

We must be sure that our health organizations, physicians, schools, and parents are demanding immunization and communicable disease control. It is important to have a public educated to require the prompt reporting and quarantine of contagious diseases and the enforcement of quarantine even when it means personal inconvenience.

To insure a healthy town there must also

be adequate provision for the control of certain communicable and noncommunicable diseases which are prevalent, particularly in older persons. While the average length of life has been raised from about forty-nine years to fifty-seven and a half years in the thirty years from 1900 to 1930, the increase has been due to fewer infant deaths; but the mortality from diseases of middle life and beyond has increased rather than decreased.

The citizens of a healthy town should live to enjoy the "three score years and ten" or more.

How are safe food, milk, and water supplies insured for the town or community?

These matters are entirely outside the control of the individual, and the health department must be relied upon to have properly trained persons to whom these important subjects are entrusted. The inspection of dairies, the tuberculin testing of dairy cows, the testing of milkers and other handlers of milk, and of food

handlers in public places, the proper pasteurization of milk and its sanitary bottling and delivery to the consumer, the location of water supplies so that sewage and waste cannot contaminate them, frequent analysis to insure against impurities, with chlorination when necessary—all of these are of the utmost importance if our town is to be healthy. The individual cannot make personal inspections of these things but he must be aware of their importance and insist that they be checked by well-qualified persons.



Courtesy The Commonwealth Fund

The health officer is necessary to the town which wants to be healthy

Are sanitary inspections properly made?

The disposal of waste, both garbage and sewage, bears such close relationship to the health of the community that it must be given prominence in any investigation into the right of a community to call itself healthy. Adequately equipped city or county departments of health employ trained sanitarians to make sure that these things do not become a menace to health. In this department are also included inspections to insure that new buildings meet the requirements of health and safety laid down in the ordinances or regulations in force in the community; inspections of camp sites; of mosquito breeding places; of food and water supplies; and more and more frequently, as smoke is being recognized as a health factor, in cities smoke abatement work is being added to the duties of the sanitarians.

What provision is made for the promotion of maternal and infant hygiene?

For some years we have pointed with pride to our steadily declining infant death rate. It is still, however, much too high, and our maternal mortality rate is disgracefully high. So long as we continue to have such a high infant mortality rate during the first month after birth and such a high maternal mortality rate from causes acknowledged to be wholly preventable, we know that our provision for hygienic care of mothers and babies is inadequate.

During the seven years when our country was operating under the Sheppard-Towner Act, machinery was set in motion in all but three states for the promotion of maternal and infant care, paid for jointly by the state and the national government. Since the national appropriation was discontinued on June 30, 1929, only a few of the states have been able to continue the work uncurtailed. Somehow this program must go forward. In every community provision must be made for a continuous educational program on maternal and infant hygiene. (See editorial on this subject on pages 476-7.)

Does the preschool child have a place in the community health program?

For a long time the years between infancy and the beginning of school life were ignored so completely that the period came to be known as "the neglected age." More recently, however, it has been recognized as one of the most important periods in the child's life. During this time the child forms habits physical, mental, and emotional which affect his health in all the years to come. During these years, too, it is of the utmost importance that the child have careful medical and dental supervision so that remediable defects may be corrected early and that he may indeed come to school age with "a sound body" and be able to make the most of the educational opportunities available.

The Summer Round-Up of our National Congress is an outstanding health project and should be vigorously promoted. The well child conferences which were an activity under the Sheppard-Towner Act also served the needs of the preschool child. Parent education through child study groups, parent-teacher groups, preschool clinics, and well child conferences have been effective methods of stirring parents to action and improving the health of preschool children.

With so much attention focusing upon this age it was somewhat disconcerting that the committee of the White House Conference studying the preschool child found a very small percentage having medical and dental examinations, or immunization against diphtheria and other contagious diseases. It is evident that the educational program has only just begun and we cannot consider our town really healthy until all parents are applying the knowledge now available.

How effective is the school health program?

The school offers one of the greatest opportunities for making a healthy town, for it reaches into practically every home and has the children under its direct control for

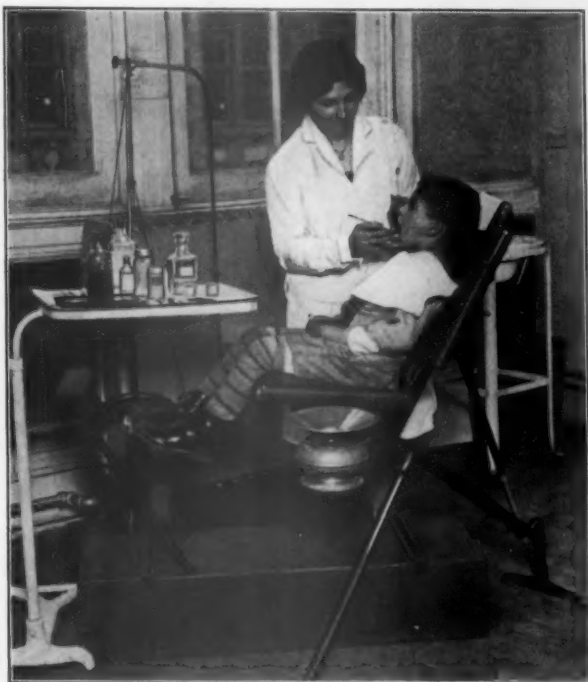
a large part of their waking hours each day. Every community, therefore, should give particular consideration to its school health program.

There are few communities which do not provide for some health work with school children. This varies, however, from an attempt to prevent contagion to a more or less complete program. Does the school program offer health service to school children including medical, dental, and nursing service? Is there a follow-up in the homes to interpret findings to parents and to secure correction of remediable defects by the family physician when possible or by clinic physicians when necessary? Are there adequate school lunches with the educational significance of the school lunch recognized; special provisions for the handicapped; equipment and opportunity for play and recreation?

Are there health-promoting standards for buildings, grounds, and school equipment including cleanliness of the building, ventilation, seating, and opportunities for personal cleanliness of pupils? Does the school program include health instruction for all children, and safeguard the health of children taking training in the physical education department and entering competitive games? Is there systematic effort to reach the parents and secure their interest? Here, as in all ages of childhood, little can be

accomplished in improving the health and habits of the child without the cooperation of the home. In proportion to the number of negative answers to these questions is the town failing in a well-rounded school health program and neglecting factors which enter into the attributes of a healthy town.

What are the clinic and hospital facilities of the community? Is the number of physicians and nurses adequate for the population dependent upon them in your community?



© Ewing Galloway

Does your school offer dental service?

states, recognizing this, have passed legislation making it possible for the state to give financial aid to counties or rural communities voting to establish hospitals or health centers in their districts. In cities there are clinics and dispensaries which are free or for which a nominal fee only is charged. In recent years mental hygiene clinics have also grown rapidly in number. These are filling a real need and are coming to be looked upon as indispensable; they should be established wherever possible.

Are personnel and facilities for diagnosis and treatment available within the community, or must patients be sent away from home for medical and dental care? From both an economic and a psychological standpoint it is desirable to treat patients as near their homes as possible. Unless there is a sufficient number of physicians and nurses, the community cannot be healthy. Some

What private health agencies operate within the community and what are their activities?

Some of the most effective health work is done by private health agencies. Several of the great foundations are doing magnificent work of national and international scope. Thousands of cities of from 10,000 up have infant welfare societies with their clinics, many of which are equipped to handle not only infants but prenatal and preschool cases as well. Almost legion are the societies in all parts of the United States which are organized to do preventive, diagnostic, and educational work in special fields such as tuberculosis, heart disease, blindness, deafness, cancer, and mental hygiene. Many private organizations also equip and maintain community playgrounds and support and promote school health work. To what extent do these have community support?

What efforts are being made to build into the community an attitude toward personal and community health?

The forces of the press, schools, churches, radio, and health departments may be effectively used to make the public "health conscious." Certainly no opportunity should be overlooked since popular health education, when it is sound and constructive, is one of the most vital of all forces in making a healthy town.

In such an educational program no agency

can be a more potent factor than the parent-teacher association, reaching as it does into both school and home and representing a portion of the public having a particular interest in maintaining a healthy town.

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Public Health Organization. \$2.00.

School Health Program. \$3.00.

Special Education: The Handicapped and the Gifted. \$2.00.

(This is the last article in a study course on All-Round Health, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education. See pages 488-9 of this issue of CHILD WELFARE for announcements of a study course and parent-teacher program outlines to appear in the coming volume of this magazine.)

BULLETIN BOARD

State Conventions in May, 1933:

California—at Long Beach, May 8-13

Idaho—at Nampa, May 11-13

Montana—at Missoula, May 15-17

New Hampshire—at Hampton, May 4-5

Washington—at Seattle, May 22-26

Wisconsin—at Janesville, May 9-11

May 1—May Day—National Child Health Day

May 21-27—Thirty-Seventh Annual Convention, National Congress of Parents and Teachers, Seattle, Washington

THE DEPARTMENT OF SUPERINTENDENCE, NEA

IT was natural that the support of public education would be the most discussed subject at the Minneapolis meeting of the Department of Superintendence of the National Education Association.

The speakers agreed that the efforts being made to reduce the educational opportunities of American youth are grossly unjust.

President Coffman, of the University of Minnesota, said:

"On every hand we see the doors of opportunity being closed. They must be reopened. Hitherto we have regarded the schools of America as her best insurance; now we are canceling their insurance, or we are weakening its value by selling the schools to the lowest bidder. An ignorant nation is a weak nation."

In the same vein Professor Strayer, of Columbia University, declared:

"If we deny education we must provide more space in jails and penitentiaries. If we restrict the opportunities provided, we will invite social disaster. One cannot disassociate the American school program from future stability of our government."

A majority opinion expressed repeatedly was that the teachers would prefer pay reduction to crippling the school program and denying children their educational birth-right. At the same time it was felt that it might be necessary for the public "to eliminate other services and luxuries in order to maintain the more fundamental service of education."

A refreshing note was sounded by Dr. Goodwin Watson of Teachers College,

Columbia University, in connection with the subject of training for leisure.

"Children at present spend too much time in schoolrooms," he held. "It is reasonable to expect that within the next decade we shall see children spending half of their time out in camps, in excursions, or participating in the activities and institutions of the community."

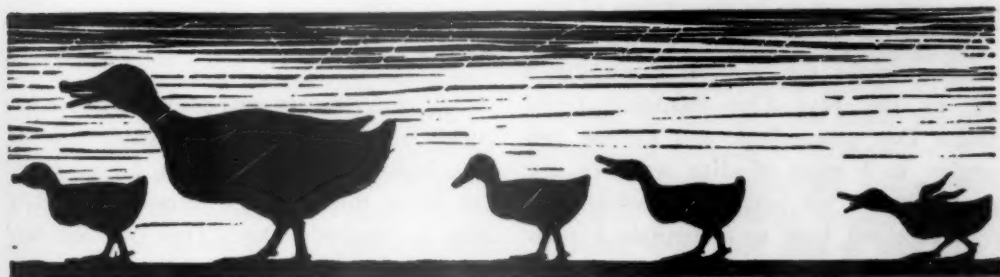
How hopeful! Less digging of dead Greek roots, and more real living in the open among present-day beauties and health-giving realities.

Dr. William John Cooper, United States Commissioner of Education, also approved of a reconstructed curriculum. He is quoted as saying:

"We must realize that simply increasing education is not going to cure the ills. Our present system of education is a tangle of the old formal subjects which imply that the individual will fit into his place in the world, and the newer subjects which imply that the individual will make a place for himself, but our emphasis is still on the old subjects."

By virtue of their own sacrifices the great body of American teachers and educators have the right to ask the public to insure the safety and progressiveness of the schools. They speak for those who cannot assert themselves, who do not even know that something is being withheld from them.

We rejoice in the strength of the convictions of this great body of educators and in the fearlessness of their demands for the boys and girls of the nation.—M. S. M.



C. L. YNCH

May, 1933

CHILD WELFARE

*The Official Magazine of the National
Congress of Parents and Teachers*



THE GRIST MILL

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

MAY—a month of special significance to all P. T. A. members as it is during this month that the Annual Convention of the National Congress takes place. This year delegates will flock by train, boat, automobile, and airplane to Seattle, Washington. An especially timely program has been planned on the subject of "The Child and His Community." It is hoped that the delegates will bring to the conference discussions many stimulating questions and contributions so that they may gain much factual information as well as enthusiasm. Elsewhere in this issue is advance information about the Convention—and very exciting and promising information it is, too.

This month also brings to mind May Day—National Child Health Day. It is imperative that we give special thought and attention to the health of our children just now when they are apt to be the victims of false economies. A great many parent-teacher associations make the Summer Round-Up a part of the May Day—National Child Health Day proceedings and tie the two together in a most effective way. In any case, if it has not been done before, this is an excellent time to inaugurate a year-round health program and to begin coopera-

tion with the various health projects of the community.

The lesson in the *All-Round Health Course* for discussion at the May meeting is "The Safe School," which appeared in the April issue of CHILD WELFARE. The authors of this interesting article point out that in many cases accidents are due to the poor state of repair of playground and school equipment. When budgets have been so stringently reduced we are apt to overlook some of the necessary expenses for upkeep. A study of the necessary factors in making a school safe is, therefore, particularly timely.

The *Parent-Teacher Program* on "The Exceptional Child" which appeared in the April issue will open the eyes of many parents and teachers to the needs of exceptional children in their community.

MAKING MOTHERHOOD SAFE FOR MOTHERS

EVERYONE who reads the advertisements in newspapers and magazines, or who looks into shop windows, knows without being told that the second Sunday in May is Mother's Day. This occasion has been celebrated since 1914, especially with

the sending of flowers and telegrams and letters and gifts.

But we can make it a much more important occasion. This year the Maternity Center Association of New York challenges us all to pledge ourselves, in the name of our own mothers, to make motherhood safe. Childbirth is a natural function. It should be safe—not dangerous. It will be safe if the mother and the father act with plain good sense and the mother has proper medical supervision and care. Yet while many hazards of industry, of travel, of epidemic diseases have been greatly reduced, the dangers of childbirth, which can be enormously reduced by improving maternity care, are as great as they were twenty years ago. Every year 16,000 mothers die in childbirth, and 10,000 of these deaths could be prevented.

Who can reduce the hazards of motherhood? We can all help—the husband and wife, the physician, the nurse, the medical educator, the public. The first step toward action is knowledge.

When women have more knowledge they will go to a good doctor or clinic as soon as they find themselves pregnant, and will make a regular visit every two or three weeks after that. When men have more knowledge they will help their wives to find the best doctor, to follow his advice, and to get the food and rest and contentment that are needed. Doctors themselves are already demanding of their own profession more and better obstetric education in medical and nursing schools.

We in America are proud of our "progressiveness," of all the modern improvements which we take so much for granted. Yet our country loses more women in childbirth than any other country loses. And five-eighths of this loss could be prevented.

This should be enough to make us accept the Mother's Day challenge for that day and every day thereafter, to resolve to do our part individually and in groups to make motherhood safe for mothers.

"VOCATION CONSCIOUS"

THE great changes that are taking place in industry and in occupational life are making parents and teachers "vocation conscious." Hundreds of occupations have disappeared and hundreds of new ones have taken their places. Many of those who are now children will soon be in occupations which have not yet come into existence. It has been said that "an occupation may be born, reach maturity, and die within a decade or so."

When the National Vocational Guidance Association met in Minneapolis in February it discussed occupational conditions and trends and practical means of helping workers to adjust themselves to new conditions. The president of the association, Mildred E. Lincoln, says, hopefully, "Today we are coming to realize the infinite versatility of man, the fact that his abilities may fit him for a wide range of occupations, rather than just one. In line with this, it becomes apparent that occupations do not differ so markedly in their requirements as was supposed, but have many characteristics in common."

Once upon a time the vocational "guider" tried to fit the square peg into the square hole and to steer it religiously away from the round hole, but now it is seen that the foundations of education must be general rather than for a specific job.

The vocational guidance problem at present is to train the child or the adult for progressive adjustment, to furnish information about conditions and opportunities of occupational life as well as subjects and skills.

Vocational guidance in this crisis is both difficult and important. Let us by all means retain the subject in our schools as one of national importance. This means providing courses and activities to correspond with the special interests, capacities, and needs of boys and girls of today, together with the guidance which they need to lead lives of service and happiness.

~ A Parent-Teacher Program ~

FOR JUNE



IX. OUTDOOR PLAY DAY

A gala Play Day out-of-doors for parents, teachers, and children is a happy climax for a busy school and parent-teacher year. It should be informal and full of fun and spontaneity without any of the worries over details which are a part of so many formal school affairs. In order to help all concerned to get the utmost pleasure from such an occasion, the editors asked Miss Mary J. Breen of the National Recreation Association to outline a plan for Play Day. She has very generously contributed this program. If it is followed, the last P. T. A. meeting of the year will be a very gay and enjoyable event.

TIME

THE hours for a happy Play Day are an important consideration. Usually they are too long and the children get tired and irritable. The best time is between eleven and four. Not only is this short enough for even the youngest school children but it affords plenty of time for congregating in the morning and for taking care of last minute arrangements. It also allows time for those who wish to return home early enough to prepare the evening meal. However, some families will want to stay and have a quiet out-of-doors supper together before going home.

PLACE

THE best place for such a Play Day is a near-by park, if one is accessible. If there are no parks near by, the Play Day can be conducted on the school playground, provided it is large enough. Though it lacks the spice of a trip away from school, a day out of doors is always full of fun and excitement. Trips to far-away places should not be considered unless transportation can be arranged easily.

ADVANCE PLANNING

PREPARATIONS for Play Day need not be elaborate. A Committee on Arrangements can take care of most of the details. This committee should set a convenient date for the event, give necessary publicity, and be responsible for gathering and transporting play equipment. It should also devise a plan for grouping children and grown-ups who plan to attend. If the school is small the children can be divided into two sections, the first four grades in one, the upper four in the other. If the school is large, the children of two grades can play together unless there are more than two divisions in the same grade. Most of the mothers will probably want to be in the groups with their children, but if there are too many grownups in any one group, the committee can assign them to another group. Parents should be notified ahead of time to which teacher they are to report on the day of the affair.

One of the most important duties of the Committee on Arrangements will be the selection of parents and teachers to serve on the Play Leaders' and the Luncheon committees. Their duties will be more fully

described under the headings "Program" and "Lunch" but a few remarks on the organization of the Play Leaders' committee are given here. This committee should consist of three or four members for each group of children. It will be directly responsible for the children's safety and happiness throughout Play Day. Although other parents and teachers will be in the same group, the members of this committee will be in authority should there be any need for making decisions or for giving directions. Before Play Day arrives the committee members assigned to each separate group should meet to discuss and perhaps play together the outdoor games they are planning for their groups.

PROGRAM

THE program should consist of games just for the children, of games for both children and grownups, and of play activities which the children themselves suggest. The latter may include equipment games such as pick-up baseball, volley ball, bean bag games, and others which the children think of when equipment for them is handy. They may include flower hunts, an expedition to the neighboring woods, an exploration of the countryside, or a hill climb if Play Day is held in a park near a wooded area. The function of the play leaders is not to set up an hour to hour program but to be ready with ideas when the children run out of them. That is why it is essential for the committee to meet before Play Day so that each one will know her individual responsibility and will not depend upon the others. Directions for the following picnic games for children, arranged according to their appropriateness for older boys and girls and for younger children are to be found in "Picnic Programs" (15 cents).*

* All of the publications mentioned, with the exception of those for which the names of the publishers are given, may be obtained from the National Recreation Association, 315 Fourth Avenue, New York City.

Boys' Games

Crab Race
Yale Lock Race
Potato Polo
Tumble Tom
Go and Go Back

Girls' Games

Cradle Race
Shoe Race
Chewing Gum Race
Siamese Twin Race

Children's Games

Duck Waddle
Rabbit Hop
Squirrel in the Trees

These are games which the children can play with grownups:

Singing Games

Round and Round the Village (or Circle)
The Muffin Man
Looby Loo
Did You Ever See a Lassie?

Active Games

Squirrel in the Trees
Slap Jack
Dodge Ball
Hill Dill
Hook on Tag

The singing games will be found in "Twice 55 Games with Music" (25 cents) and the active games in "Games and Play for School Morale" (25 cents).*

EQUIPMENT FOR PLAY DAY

THE equipment should include:

2 Playground Balls
2 Bats
1 Volley Ball
Bean Bags and Rubber Balls
Quoits
Rope for Tug of War
Jump Rope

LUNCH

LUNCH should be packed in individual boxes. Some parents, however, may prefer to pack one basket if several children

in the family are attending the picnic. Names should be clearly marked on the lunch containers and each person should be responsible for his own lunch until he arrives at the picnic ground. These containers should be put in charge of the Luncheon committee which is responsible for seeing that they are arranged by grades so that they can be handed out without confusion at lunch time. To avoid excitement, it is well to have one or two grownups, either parents or teachers, distribute all the lunch boxes to the children in their group. While they are doing so, another adult in each group can tell the children stories or play quiet games with them. This will give a chance for much needed relaxation before lunch time.

SPECIAL FEATURES

FOR the closing hour arrange a program of group singing and feature numbers. The older girls might present a folk dance in costume, the boys a demonstration of tumbling, pyramid building, and agility stunts. Such prepared features, if they are included in the program, should remain incidental and should in no way eclipse the informal group games. They are a real danger if parents and teachers look on them as

demonstrations of their children's abilities.

MUSIC

A VICTROLA may be used to furnish the music for the folk dances. If the school does not own a portable one, perhaps a local dealer will be glad to lend one for this occasion. If no victrola can be secured, folk dances with words which the girls can sing should be selected. The book, "Folk Dances and How to Do Them," published by Successful Farming, Des Moines, Iowa (15 cents), contains directions for a number of dances which would be suitable for such an occasion. It also includes pictures of costumes and directions for making them.

"Twice 55 Games with Music," published by C. C. Birchard and Company, 221 Columbus Avenue, Boston, Massachusetts (25 cents), contains stunt songs and rounds. A great many springtime songs will be found in "A Book of Songs for Unison and Part Singing," published by E. C. Schirmer and Company, 221 Columbus Avenue, Boston, Massachusetts (\$1.25). "The Book of Everyday Songs" is a special collection of songs for children. This is published by the Cable Company, Cable Building, Chicago, Illinois (7 cents).

This is the last Parent-Teacher Program outline to appear in this volume of CHILD WELFARE. For information concerning a new series of Parent-Teacher Program outlines, drafted with the help of chairmen of National Congress committees, see page 488 of this issue. The new series starts with the September, 1933, issue of CHILD WELFARE MAGAZINE.



C. LYNCH

THE EYES—THE HEART—

THE LUNGS AND

THE SPINE

FACTS YOU SHOULD KNOW ABOUT YOUR CHILD AT SCHOOL

BEND over and try to fill your lungs with a deep breath. It's difficult. Now you know how your child—humped over an obsolete school desk hour after hour—fails to take into his lungs highly important oxygen in proper quantities. And this same *bump-position* cramps the heart and other vital organs as well.

Seated that way, his spine is distorted, his eyes are strained. He works under a physical handicap which may retard his mental development. This danger can be definitely eliminated by posturally correct seating... the American Henderson-Universal Sight-Saving Desk... which makes correct posture *easy* and *natural* and minimizes eyestrain.

Scientific research in seating has done much to remove *bump* and *slump* from the classroom. Knowing this, parents and parent-teacher organizations should encourage school officials to replace obsolete types with this desk. Interesting posture booklets show you how correct seating contributes to a healthy body and an alert mind. Write for *free* copies. Address Dept. 005.



● The American Henderson-Universal Sight-Saving Desk shown above induces natural, comfortable, correct posture. The desk top, which tilts to varying slopes, and slides forward and backward, insures reading or writing at the correct focal distant and angle of vision... thus minimizing eyestrain. Economical in final cost, this desk should replace obsolete types now in use.

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PRELIMINARY ANNOUNCEMENTS

THIRTY-SEVENTH ANNUAL CONVENTION NATIONAL CONGRESS OF PARENTS AND TEACHERS

Headquarters: Olympic Hotel, Seattle, Washington

May 21-26

GENERAL THEME: The Child and His Community

SATURDAY, MAY 20

Registration of delegates will begin at 8 A. M. The exhibits will be open for all who wish to visit them. At 9 A. M. there will be a meeting of the Executive committee, a National chairmen's conference, and a State Presidents' conference. At 1.30 P. M. there will be a meeting of the Board of Managers and at 6 P. M. a courtesy dinner for board members which will be followed by an informal board meeting.

SUNDAY, MAY 21

The State Presidents Club Luncheon will be held from noon until 2.30 P. M., with Mrs. Alvin Waggoner, Past President, South Dakota Congress, presiding. At 2.30 the tree planting ceremony will take place on the University Campus, with Mrs. Frederick M. Hosmer, Second Vice-President, presiding and the president of the student body of the university accepting. A drive and a tea will follow this ceremony. At 8 P. M. there will be a devotional service over which Mrs. Hugh Bradford, National President, will preside. At 9 the National officers will meet the delegates informally.

MONDAY, MAY 22

The morning will be given over to registration of delegates and to the study of exhibits and their interpretation by National Congress secretaries.

Mrs. Hugh Bradford, President, will formally open the Convention in the afternoon. Greetings will be brought by Mrs. M. D. Wilkinson, President of the Washington Congress; Mrs. H. V. Wilson, Local

Chairman; Dr. N. D. Showalter, State Superintendent of Public Instruction. After Mrs. Bradford's response, the President's report and other reports will be given. The session will adjourn at 4.30 for informal conferences which will be held for the delegates by National officers and state presidents.

The annual banquet will be held at 7 P. M., with Mrs. Hugh Bradford presiding. Hon. Clarence F. Martin, Governor of Washington, and Samuel Fleming, President of the Washington Education Association, will bring greetings. Dr. Francis F. Powers of the University of Washington will speak on "The Child and His Community."

TUESDAY, MAY 23

There will be a Parent Education class at 8 A. M. At 9 A. M. Mrs. Hugh Bradford will preside over an Organization Conference which will be an informal presentation and demonstration of the aims, purposes, and mechanics of the organization. After an intermission for luncheon, the Organization Conference will continue until 4.30 when informal conferences will be held with the National chairmen of the Department of Extension, National chairmen of committees-at-large, and National Office secretaries.

In the evening there will be a special CHILD WELFARE MAGAZINE feature, with Mrs. J. K. Pettengill, Fourth Vice-President, presiding. There will be dramatizations and the presentation of awards.

WEDNESDAY, MAY 24

After the Parent Education class, to be held at 8 A. M., the second general session

of the Convention will convene at 9 A. M. with Mrs. Herman Ferger, Seventh Vice-President, presiding. Dr. Estella Ford Warner, Field Representative of the U. S. Public Health Service, will speak on "Community Responsibility for Public Health." At 10.45 there will be three discussion conferences, built around the theme, "Community Standards Necessary to Meet Present Conditions of Health and Safety." Mrs. B. C. Hopkins, Sixth Vice-President, will preside over the conference on *How Can a Parent-Teacher Association Assist in Public Health Measures?*; Mrs. Herman Ferger will preside over the conference on *Special Rural and Urban Community Health Projects*; Mrs. J. K. Pettengill, over the conference on *Safety: Through Education, Through Legislation*.

At the third general session, which will be held Wednesday afternoon, Mrs. Frederick M. Hosmer will preside. Discussion conferences have been planned and built around the theme, "Community Standards Necessary for the Social Development and Protection of the Child." Mrs. J. Sherman Brown, Third Vice-President, will preside over the conference on *Playgrounds, Libraries, and Recreation*; Mrs. J. K. Pettengill, over the one on *Juvenile Protection*; Mrs. Herman Ferger, over *Society's Responsibility for Social Community Standards*.

Informal conferences will be held at 4.30 by the National chairmen in the departments of Public Welfare and Health.

Mrs. Hugh Bradford, President, and Mrs. B. F. Langworthy, First Vice-President, will preside over the fourth general session, to be held Wednesday evening. The speaker for this session will be announced at a later date.

THURSDAY, MAY 25

A Parent Education class will be held at 8 A. M. At 9.15 Mrs. Bradford will open the fifth general session. There will be an address, by a speaker to be announced later, on the subject of "Community Responsibility for the Educational and Cultural

Life of the Child." The discussion conferences which will follow will be around the theme, "Community Standards Necessary for Adequate Financing of School Education." Miss Charl O. Williams, Fifth Vice-President, will preside over a conference on *A Study of the School Program*; Mrs. J. K. Pettengill, over *Developing Leisure-Time Activities to Safeguard the Cultural Life of the Child*; Mrs. B. F. Langworthy, over *Radio Education*.

Mrs. J. Sherman Brown will preside over the sixth general session, which will be held Thursday afternoon. Dr. Joseph M. Artman, Secretary of the Religious Education Association, will speak on "Community Influences on the Spiritual and Ethical Life of the Child." Discussion conferences will take up "Community Influences for Character Education." Mrs. J. Sherman Brown will preside over the conference on *Youth Organizations*; Mrs. B. C. Hopkins, over *Spiritual and Social Adult Attitudes Toward Modern Life*; Mrs. Frederick M. Hosmer, over *Mental Fitness*. At 4.30 the chairmen of the departments of Education and Home Service will hold informal conferences.

Mrs. Hugh Bradford and Mrs. Frederick M. Hosmer will preside over the evening session. Dr. Emery Asbury, Principal of the Gault Intermediate School, Tacoma, will speak on "Our Neighbors." Dr. George Kerby, Vice-President of the International Federation of Home and School, will bring greetings from that organization. This session will be followed by an informal reception for guests.

FRIDAY, MAY 26

The final session of the Convention at 9 A. M. will be presided over by Mrs. Hugh Bradford. It will include the adoption of resolutions, the presentation of awards, the adoption of minutes, the installation of officers.

The post-convention meeting of the Board of Managers will begin Friday afternoon.

CABBAGE—A PROTECTIVE FOOD

NEXT to potatoes, it seems, we eat more cabbage than any other vegetable. Nevertheless, according to nutrition specialists of the Bureau of Home Economics of the U. S. Department of Agriculture, there are many who would do well to eat more cabbage than they do. These are persons who, for one reason or another, depend too largely on starchy foods. They need a balance to their bread, meat, and potatoes, for example, and cabbage is one of the foods that will help to furnish that balance. In the diet, cabbage is in the class with tomatoes, oranges, and spinach, which, with the other green, leafy vegetables, are listed as "protective foods," that is, foods which help to build resistance to disease.

Cabbage has another great virtue: it is nearly always cheap. It occupies, however, a far from lowly position in the American bill of fare. Creamed cabbage, cabbage salad, scalloped cabbage and apples are dishes of delicate flavor

which appeal to the most discriminating taste, while corned beef and cabbage, ham and cabbage, buttered cabbage, hot slaw, cold slaw, and sauerkraut never lose their popularity.

Both the green cabbage and the red are good sources of food iron. Raw green cabbage is also one of the best sources of three of the vitamins—A, B, and C. White cabbage, or the white center of green cabbage, has less iron and less vitamin A, but is rich in vitamins B and C. Thus a salad made of shredded or chopped green cabbage is one attractive way to use the exceptional food values of cabbage. To this may be added chopped celery, shredded green pepper, or thin slices of tart apples. Cold slaw, if the green leaves are used, is equally

good in food value. Shredded raw cabbage by itself, or crisp strips of cabbage leaves, served in the place of celery stalks, are a still simpler way to add vitamin and mineral values to a meal. Again, if there is no lettuce at hand as a base for other kinds of salad, a thin slice of raw cabbage may be used for this purpose—with, for example, grated carrot, diced apple and peanuts, plain potato salad, tomatoes, or other salad vegetable on top of the slice.

Cabbage is subject, unfortunately, to a very common abuse. Often it is literally "boiled to death." Its vitamin value is lost by overcooking, the mineral salts it contains are largely cooked out into the "pot liquor," and the flavor becomes too "strong." To

retain the most food value and the fine flavor in cooked cabbage, and also to keep the fresh color, the cooking time should be short, the cooking vessel should be uncovered, and all the cooking liquid should be used, says

the Bureau of Home Economics. It is the long-time cooking of cabbage, moreover, unnecessary and undesirable, that suffuses the house with a disagreeable cabbage odor.

"Five-minute cabbage" is a highly recommended recipe, which at its best is made with cream, but can be cheapened by using milk, fresh or evaporated. Scalloped cabbage and apples, scalloped cabbage and peanuts, and panned cabbage are other attractive ways to serve this useful vegetable—not to mention such appealing combinations as spareribs and sauerkraut.

Red cabbage becomes dark purplish color when cooked, but a little vinegar or lemon juice, added just before serving, will bring back the original red color.



CONCERNING MEMBERSHIP WORK

NOW IS THE TIME FOR THE UP-AND-COMING
P. T. A. TO PRACTICE WHAT THIS CHAIRMAN
PREACHES CONCERNING MEMBERSHIP

By MARY ENGLAND • Chairman, Committee on Membership, N. C. P. T.

How did you get started in parent-teacher work?" This question was asked recently at a mid-year district membership rally which was attended by membership workers, local presidents, and publicity chairmen. Sixty-nine answers were handed in. If you would like to know how interesting these replies were, try this same plan sometime with your own group.

It was a bit difficult to classify the answers. Reasons were commingled. A questionnaire with items to check would have given data that could have been tabulated. This bit of research would not be amiss and might give some data for evaluating means used to increase membership.

Roughly classified, the answers showed that twenty-six began their memberships as a matter of course when the children entered school; sixteen joined because the children insisted and five of these confessed it was to win the attendance prize; seven had been teachers and appreciated the need for mothers' cooperation; five were invited by friends; two began as teachers; four came from pre-school study groups; two came to hear the speakers; one came to see about Helen's poor grades; one joined to help build a lunch room; one came as an honor guest; one was asked by a friend to help serve refreshments; one came out of curiosity; one came because the teacher persistently invited her; one with no children of her own wanted to serve others.

Inherent interest in the child's welfare, hence in his school, was a sufficient urge in more than a third of the cases. Membership

workers will do well to make the most of this basic motive.

The children too were largely the immediate cause of Mother's coming to the meeting. The attendance prize seems to be not without lasting value. One mother wrote, "My son's enthusiasm for the dollar to go to his grade made me go. I joined, and my love for the work increases with each task"; another, "I went to help my child's room keep the canary, and I haven't missed a meeting in three years."

The person whose reply read "as an honor guest," stated that in previous years she had always thought the dues too high, but after the thrill of being one of the group honored because their children had won distinction in school, she had found a way to raise the dollar dues. This "honor guest" idea, plus the natural concern for the child entering school, would recommend a wider use of the practice of inviting as honor guests at the last meeting of the year the parents of the children who are to enter school in the fall.

On the face of these data, efforts of membership workers are not apparent. Only five persons recalled having been invited by friends and one by a teacher, but this could indicate efficient membership work in that the vital reason given parents for joining was the thing remembered.

OVERCOMING OBJECTIONS

OF greater significance would be the assembling of reasons given for not joining the P. T. A. This information the

membership workers can and should gather at the time of the fall enrollment. With a record in hand of the objections of those who do not join, plans can be made with the help of other committees to overcome these objections and thus to make it possible not only to enlist more members but also to improve the work of the organization.

FALL ENROLLMENT

THE plan of setting aside a week or two weeks early in the fall for membership enrollment has been rather generally adopted by local units. The term "membership enrollment" is here suggested instead of "membership drive." The connotation of the word

and informed membership. A well-planned membership conference can be an excellent means for gaining definite knowledge and appreciation of the parent-teacher movement, for becoming familiar with the local unit's objectives and activities for the year, and for developing a genuine enthusiasm—an enthusiasm which creates the desire and generates the courage to bring others into the work.

The membership conference mentioned in the beginning of this article was held in January for the purpose of encouraging the workers, discussing difficulties, pooling experiences, and planning follow-up measures. An interesting feature of the program was the presentation of skits showing the wrong



This is a photograph of a roadside billboard which was very effective in bringing parents into the Montgomery, Alabama, parent-teacher associations

"drive" because of its wide use in fund-raising campaigns is apt to carry over into parent-teacher work. This has been true in some instances, particularly where undue stress has been placed upon numbers and where dues have been made the chief source of funds for carrying on activities. It is doubtful whether the true purposes of parent-teacher work are materially advanced by a large enrollment "driven" in each year. Far better to lead, to educate, and to secure a participating membership.

TRAINED WORKERS

TIME spent in training those who are to go out and solicit new members will yield large dividends in terms of a stable

and the right kind of membership "sales talks," entitled "To See Ourselves."

CONTESTS AND DEVICES

THE same danger lies in the use of contests and devices as was pointed out in the discussion of "drives," that of merely adding names to the roll.

An approved plan for these devices is set up in the Star and Chart plan. (See order blank of Congress publications.) The Oak Tree contest, the Air Race, and other ingenious devices are patterned after this one. Wisely used, they can be the means of stimulating great interest and speeding up the work of enrollment. The canvassing for members should be done by adults who are

trained workers. Care should be taken that the device used does not penalize and make unhappy the children of parents who do not join.

PUBLICITY

THE success of membership work depends very much upon the nature and extent of publicity given. These two committees, Membership and Publicity, have a common purpose of teaching the community the meaning of the parent-teacher movement.

Posters, billboards, and slides at the movies figured largely in last fall's publicity. A window display of posters in a city-wide interschool P. T. A. poster contest attracted considerable attention. Illuminated billboards and advertising easelboards were features.

Promotion of attendance at the meetings is a joint responsibility of the Membership and Publicity committees and is one that taxes their resourcefulness to the nth degree. Invitations and program announcements sent out in the same way time after time lose their appeal. The children in one school greatly enjoyed making up and distributing an "Extra" announcing the special features of the next day's parent-teacher program. Try something like the following for that last meeting in May:

Bees a'hummin', hens a'cacklin',
Rugs a'hangin' on the line,
Garden's beggin' for a hoein'—
Who has time for boy o'mine?

Curtains soakin' in the washtubs,
Furs a'sunnin' warm and fine,
Ladder leanin' 'gainst the window—
Who has time for girl o'mine?

Mother, drop your work a minute—
Dress up nice and stop your sighin',
Wednesday next is "Parent-Teacher"—
Just *take* time for yours and mine.

MEMBERSHIP COMMITTEE CALENDAR

THE work of the Membership committee goes on throughout the year. It is one continuous round. If a time to begin

must be designated, that would best be when plans are made for the last meeting of the year. Definitely this means getting a list of all the parents whose children will enter the first grade, junior high school, or senior high school in the fall, sending them invitations to the meeting, and helping to interest them.

Then come the summer months, a good time for study and for occasional conferences on membership to which are invited members of the Program, Publicity, and Publications committees.

With the beginning of the school term come the publicity campaign and the fall enrollment.

Through follow-up work new members are constantly sought and attendance at meetings promoted.

NEW MEMBERSHIP LEAFLET

THE "Membership" leaflet has been revised and is now ready for distribution. It has been written entirely from the viewpoint of the local membership worker and outlines in detail the various activities of this committee.

SUGGESTED READINGS

CONGRESS PUBLICATIONS: "Handbook"; "Activities, Projects, and Program Making"; "Membership," "How to Organize a Congress Parent-Teacher Association," "Treasurers, Suggested Procedure," "General Information," and "Publicity" leaflets; *Proceedings* (\$3.00 per volume): 1932, p. 96; 1931, pp. 114-16, 189-91; 1930, pp. 204-09, 109-10, 468-69; 1929, pp. 114-16.

CHILD WELFARE MAGAZINE:

"What Makes a Successful P. T. A.?" September, 1932.

"How We Increased Membership." May, 1932.

"Effective Membership Drives." Helen R. Wentworth. May, 1932.

"Reaping the Harvest in a Junior High School Parent-Teacher Association." Mrs. S. E. Mack. April, 1932.

"How to Increase Membership." Mrs. A. E. Craig. September, 1931.

CHILD WELFARE MAGAZINE

A PARENT-TEACHER PROGRAM, 1933-34

AN early announcement of a series of suggestive program outlines for parent-teacher associations will be welcomed by those who are already planning for the parent-teacher year to begin in September, 1933. More and more program committees are adopting the Congress plan of making their arrangements for the following year during May or June, before the vacation period begins and while it is still an easy matter to assemble committee members.

The Parent-Teacher Program here given will begin with the September, 1933, issue and will provide for nine successive meetings. It has been prepared in cooperation with National Congress chairmen who are specialists in their particular fields.

Following in a general way the set-up for 1932-33, the programs encourage a participating membership, discussions, demonstrations, the study of Congress publications and other source material, and the carrying out of projects. All programs can be easily adapted to family, school, and community needs. They relate to problems which all individuals and groups are doing their best to meet at the present time.

The Service Agencies of the Congress have invaluable reference resources and these will be listed in connection with the programs.

TOPICS FOR A PARENT-TEACHER PROGRAM

September, 1933 — May, 1934

OBJECTIVE: *A better understanding of present-day issues which affect the welfare of children in our homes, schools, and communities.*

1. **LIVING TOGETHER IN THE FAMILY**
Suggestions for achieving happy family relationships.
2. **NUTRITION AND GROWTH**
A study of foods for families with growing children.
3. **WHAT ARE SCHOOL ESSENTIALS?**
The need of so-called "fads and frills" and their place in the school program.
4. **ALCOHOL AND NARCOTICS**
Some facts for home and school about the effects of alcohol and narcotics on safety, health, and character.
5. **THE PRACTICAL APPLICATION OF MENTAL HYGIENE**
Mental hygiene defined. Ways of using
- mental hygiene principles during the child's formative years.
6. **YOUTH AND SOCIAL HYGIENE**
A study of boy and girl relationships and wholesome leisure-time activities.
7. **THE WISE USE OF RADIO**
A study of its uses and abuses, particularly as they affect the child in the home.
8. **BUILDING WORLD UNDERSTANDING**
The development of a program for international goodwill through knowing the customs, problems, and achievements of other nations, and our economic interdependence.
9. **THE MOTION PICTURE SITUATION**
Ways of getting and showing films suitable for children and the family.

CHILD WELFARE MAGAZINE

A STUDY COURSE PROGRAM, 1933-34

AN unusually fine series of eight articles for study groups, to begin with the September, 1933, issue, is promised by Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education of the National Congress of Parents and Teachers. Not only will the articles be written by well-known authorities, but each will have a well-defined and helpful guide for the use of leaders.

In the trying times which we are now experiencing, and threatened as we are by a partial breakdown of some of our most cherished institutions, it seems fitting to emphasize the spiritual and aesthetic values of home, school, and community in developing the character of the child, as well as the importance of work and play in building a strong personality.

Study groups and individual parents may look forward to receiving definite help from next year's material on the subjects which follow.

TOPICS FOR STUDY GROUPS

September, 1933 — April, 1934

THEME: Developing Character in Your Child

1. WHAT ABOUT WORK?

The influence of work on a child's character through a growing sense of his responsibility and the satisfaction of overcoming his difficulties.

2. WHAT ABOUT PLAY?

The use of leisure in awakening new interests and in bringing out such character traits as sharing, respecting others, and obeying rules of the game.

3. HEROES AND HERO WORSHIP

The effects of heroes in books, plays, and movies on character, and models which the hero should set for children of different ages.

4. LOVE AND FRIENDSHIP

The influence of family and companions

on the manners, morals, and emotions of children.

5. THE CHILD'S HOME (SPIRITUAL AND AESTHETIC VALUES)

The spiritual effects of beautiful home surroundings on the life of the child.

6. THE CHILD'S SCHOOL (SPIRITUAL AND AESTHETIC VALUES)

Beauty in the schoolroom as related to the pupil's behavior and spiritual growth.

7. THE CHILD'S COMMUNITY (SPIRITUAL AND AESTHETIC VALUES)

The effect which beauty in a community has on children and on relationships between people.

8. THE CHILD'S RELIGION

The teaching of religion as a foundation for character.

Leaflets for this program and for the Parent-Teacher Program on the preceding page will be available for subscribers and for Congress units from the offices of CHILD WELFARE, 1201 Sixteenth Street, Northwest, Washington, D. C. These leaflets will be useful for informing members and prospective members about the courses and may be kept as calendars of meetings for this coming year.



Edited by HELEN R. WENTWORTH • 143 Cliff Road, Wellesley Hills, Mass.

HEALTH PROJECTS

Maryland

Point V of the Children's Charter claims the right of every child to health through protective and preventive measures against communicable diseases. The Maryland Congress in conjunction with the state health department instituted a diphtheria immunization project in Baltimore for preschool children. Its object was to immunize "every child regardless of race, color, or situation, wherever he may be."

Doctors and parents gave talks to publicize the undertaking. In schools where there were no parent-teacher associations, committees for help were requested, or the principal designated groups to come in to help.

School principals handed in lists totaling 15,000 names and addresses, which were transferred to visitation lists. Many personal calls were made to bring these cases to the clinics. Polish, Italian, Chinese, and Yiddish interpreters offered their help for this part of the project.

In one month 2,600 children visited the clinics. However, the value of the project cannot be measured by the numbers reached. Its educational value extends far into the future.—MRS. FRED H. COOK, *Vice-President, Maryland Congress of Parents and Teachers, Baltimore.*

Florida

A clinic for tuberculin testing was the outstanding achievement of the Health committee of the Davis Avenue Parent-Teacher

Association, South Jacksonville, last spring.

A survey was first made by the P. T. A. to determine the number of parents who desired the tuberculin test for their children. Physicians from the Tuberculosis Association of Duval County spoke before group meetings, explaining the test and what the early diagnosis and treatment of childhood tuberculosis meant toward lowering the rate of adult tuberculosis. Many visits were made by mothers who attended these meetings to explain the tuberculin test more fully to other parents.

As the result of a request made by the Davis Avenue P. T. A. to the Jacksonville City Board of Health, asking them to give the test in the Davis Avenue School, 204 students were given the test. Physicians from the Tuberculosis Association and Medical Society assisted the city health doctor in the testing. The P. T. A. Health committee cooperated by helping with the children in the clinic.

The follow-up work was done during the summer by the city health nurse and the P. T. A. Health committee, with the result that the majority of children showing a positive tuberculin condition were examined and many X-rays were made.

The Davis Avenue P. T. A. feels that this clinic had a great deal to do in causing the city Board of Health to realize the importance of tuberculin testing in the schools. This spring they are offering the test to all children of the white elementary schools, and it is hoped that some provision will be

made for the high school students.—MRS. I. R. STELTS, *President, Davis Avenue P. T. A., South Jacksonville.*

Oregon

The major health project of the Oregon Congress of Parents and Teachers is known as the Parents' Educational Bureau. Since 1913 this bureau has conducted health clinics for preschool children each Tuesday and Friday.

Over 33,000 children have been examined by a volunteer staff of eye, ear, nose, and throat specialists, dentists, child specialists, and a nutrition expert. A mental test is available by appointment. Groups from small communities near Portland bring their children in for examination. An interesting annual event is the examination of a group of Japanese kindergarten children, transported in their own bus.

Like the Summer Round-Up, this year-round clinic is interested in maximum child health. No corrective work is done at the clinics; all remediable defects are referred to the family physician.

The bureau is a health beneficiary of the Portland Community Chest, since it is the only agency caring for the preschool group. All service for its maintenance is voluntary, except that of the executive secretary, Mrs. Anne Bailey, who has been with the bureau since its organization. A registration fee of twenty-five cents is charged when parents are able to pay.—MRS. F. W. BLUM, 4986 N. E. 23rd Avenue, Portland.

WRONG: PARENT-TEACHERS ASSOCIATION
RIGHT: PARENT-TEACHER ASSOCIATION

May, 1933

A SUMMER ACTIVITY MAY DAY

Georgia

The first Sunday in May in the district in which the Georgia State Capitol is located has been made a colorful emphasis of summer activities for children by the parent-teacher associations in the district. Boys and girls from all the schools gather on the lawn of the Governor's Mansion to greet Georgia's First Lady. They come to tell her that the people in the communities which they represent are interested in the welfare of the children of the state and that they hope she will foster with her personal influence the child welfare activity in which she is most interested.

The Parent-Teacher Summer Activity May Day was established six years ago as an attempt on the part of a Health chairman to gain the interest of each school in the for-



A group ready for examination at the clinic conducted by the Parents' Educational Bureau, Portland, Oregon

warding of child health in the fifth district. The chairman was particularly interested in promoting summer follow-up work of the child health foundation already begun in the school; she also wished to emphasize the importance of participation in the Summer Round-Up. She had found that children were not so healthy after vacation as they were when school closed in June. The

responsibility and understanding of the parents was not so great as it should have been.

The Recreation chairman saw the possibilities of putting across her program at the same time. She arranged that each association planning to undertake a systematic recreation program for children or adults should send a representative to the May Day.

The chairman of Children's Reading in the district has become the chairman of this now annual event, and if vacation reading clubs are undertaken, representatives of the associations interested in them are urged to attend.

At the first May Day there were only a dozen children, but from year to year the summer activity work has grown. More and more children have attended, and each year they represent more communities and more active interest in child welfare than in previous years. Each governor's wife has graciously greeted the guests, and has added something to the celebration.

The interest in sponsoring health, recreation, and reading for culture and pleasure grows steadily in Georgia, and in the fifth district particularly. Pictures published in all the leading dailies in Atlanta, radio programs, and press notices center attention on the project, are kept for yearbooks, and become records of achievements to be surpassed the next year. There is no way of measuring the great influence which this summer activity program exerts in the fifth district or in other communities in the state and country.—PANSY AIKEN SLAPPEY, 2226 Woodland Avenue, N. E., Peachtree Hills, Atlanta.

VALUED COMMENDATION

Missouri

Springfield parent-teacher leaders have added another feather to their caps. In the report for 1932 of Miss Ethel Perrin, associate director of the Division of Health Edu-

cation, American Child Health Association, the "May Day Conference" sponsored by the parent-teacher associations of Springfield is reported as the first of the three illustrations of health education programs from the whole United States.

The conference, which was held for three days, was called "Interpreting the Children's Charter." The committees were planned after the White House Conference ideas, but all studies made were adapted to local needs. The report told of the set-up, methods, and conclusions of the Committee on Healthful Living Throughout the 24-Hour Day.—MRS. RUSSELL MAGEE, *Council Publicity Chairman, Springfield.*

A PARENT-TEACHER WEEK

Mississippi

From Tunica County in the North to Hancock and Harrison on the Gulf, from Warren and Washington on the Mississippi to Lowndes and Lauderdale on the Alabama line, local units of the Mississippi Congress of Parents and Teachers

cooperated with the state in the observance of Parent-Teacher Week, October 16-22, 1932.

In the local unit package which was sent to every president before the school year began, explicit directions were given for the observance of this week. Its object was to commemorate the founding of the state Congress, and to acquaint the public with the aims and objects of the National Congress of Parents and Teachers and the Mississippi state branch in order to promote a better informed membership, a more interested and cooperative public, and a firmer financial foundation.

Proclamations were secured from the Governor of Mississippi, county boards of supervisors, and many mayors of municipalities, setting this week aside as Parent-Teacher Week, and Childhood and Youth Week. These proclamations were published in daily

State Presidents: Please see that accounts of worth while activities carried on by your local units are sent to this department.

and weekly papers throughout the state.

In observance of this week many newspapers published special editions or gave daily P. T. A. publicity; P. T. A. posters were exhibited; sermons were preached on child welfare; special radio programs were given; and there were speakers on parent-teacher subjects in organizations and clubs.

Mrs. W. D. Cook, the state president, spent the week in the northern part of the state, holding conferences and rallies, and promoting new associations—MRS. HENRY J. MEYER, *Publicity Chairman, Mississippi Congress of Parents and Teachers, Meridian.*

A FATHERS' COUNCIL

Colorado

One of the greatest problems of the parent-teacher association is the problem of getting the active interest of fathers in its splendid program.

Experience has proved to me that fathers are interested in parent-teacher purposes, and I am inclined to believe that we should not place the blame

on Dad, but on the organization which does not plan a program inviting his interest and active participation.

The Fathers' Council of Skinner Junior High School in Denver was organized several years ago for just this purpose. Its remarkable success has been due to the fact that the fathers have realized that much good can come from such a council to the fathers themselves and to the teachers and pupils as well.

The regular monthly meetings are generally attended by more than 100 fathers out of a total association of 1,455 in 1931-32. The vice-president of this P. T. A. is a

father and he automatically becomes president of the Fathers' Council. This experience gives him splendid training for his future work as president of the whole association.

The yearly program of the council is arranged and printed in September. Interesting speakers are provided for every meeting, and the talk is preceded by a student musical program. Among the topics and speakers for the year are the following: "The Work of the Juvenile Court," by the judge of the Juvenile Court; "The Boys' Industrial School," by the superintendent of the school; boys' and girls' gymnasium and swimming class demonstrations; "Our Educational System," by school officials; and talks by the pupils' school advisors.

The Fathers' Council has been instrumental in securing a five-cent car fare for

all the high school students in Denver (the regular fare is 8½¢); in prohibiting the sale of obnoxious goods on the school grounds; in securing safety signs and signals; in co-operating with the faculty in

problems of the delinquent child; and in other rewarding activities.

The council also was instrumental in organizing the Skinner Junior High School Finance Corporation, to give financial assistance, without interest, to worthy boys and girls and their families. When sums of over five dollars are loaned, both pupil and parent are required to sign a non-interest-bearing note. The first investors in the Finance Corporation were given miniature bonds signifying their investment in the welfare of boys and girls.—W. L. PROUTY, *President, Skinner Junior High School Parent-Teacher Association, Denver.*



The Harlingen Council of Parent-Teacher Associations put on this exhibit of National Congress and Texas Congress material at the Valley Mid-Winter Fair held in Harlingen

CONGRESS COMMENTS

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, and Miss Alice Sowers, Associate Chairman of the National Committee on Parent Education, are planning to attend the Dublin, Ireland, convention of the World Federation of Education Associations this summer. The International Federation of Home and School will hold a Home and School section meeting in two sessions, July 31. The topics considered will be "The Mental Health of the Normal Child" and "The Social Adjustment of the Child."

* * *

Mrs. L. Cass Brown, National Parliamentarian, announces a correspondence course in parliamentary law for those members who have little opportunity for class study; also a simple program on parliamentary procedure for use in classes at state and district meetings.

* * *

Many Congresses have taken vigorous action to keep the schools in their states open and to pay teachers. They have held mass meetings, presented resolutions to governors and legislatures, appointed legislative committees, sent letters to legislators, appeared at hearings, given radio talks, and used all possible methods to make known to the public the plight of the school and its immediate needs.

* * *

The Michigan, Wisconsin, and Oregon Congresses observed Parent-Teacher Week in February, to "make the child the watchword and ward of the day and hour."

* * *

Dr. William John Cooper, United States Commissioner of Education, gave an address on "Educational Aspects of Home-making" at the parent-teacher section of the Oklahoma Education Association in Tulsa in February.

* * *

Mrs. Arthur C. Watkins, Education Secretary of the Congress, reports more than 200 registrations for national correspondence courses in parent-teacher technique. Of thirty-seven states represented, Florida has the greatest number of registrations. One state reports that the district which is doing the finest work has the largest number of graduates of correspondence courses.

Dr. George K. Pratt, chairman of the National Congress Committee on Mental Hygiene, has written a booklet, "Morale, the Mental Hygiene of Unemployment." It is published by the National Committee for Mental Hygiene, New York.

* * *

Miss Isa Compton, Secretary of the Publications Division, recommends that associations which are planning to have a parent-teacher bookshelf start with *Parent Education Third Yearbook* and a subscription to *CHILD WELFARE*.

* * *

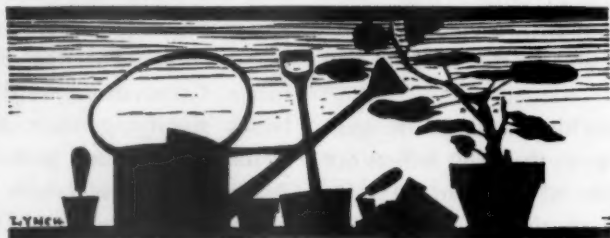
Mr. W. Elwood Baker, General Secretary of the Congress, has much evidence that P. T. A.'s are giving valuable educational service. One superintendent wrote that his "parent-teacher organizations had been waning," but that "during the present difficulty when the schools are being attacked from all angles concerning costs, organization, etc. . . all the former associations have again become active and new groups have sprung into being."

* * *

At the annual convention of the Illinois Congress, which was held in April, Mrs. B. F. Langworthy, First Vice-President of the National Congress, and Miss Frances S. Hays, Research and Information Secretary, represented the National Congress. Included among the noted speakers were: President Harry W. Chase, Dean Leonard, of the University of Illinois, and Dr. Charles Judd of the University of Chicago. The Gold Star *CHILD WELFARE* Luncheon was a feature of the convention, as was the luncheon for radio and wise use of leisure.

* * *

The Colorado Congress alternates district conventions with biennial state conventions. This year the former were scheduled and were held in various parts of the state from April 18 to 29. Mrs. C. E. Roe, National Field Secretary, took part in all of the meetings. . . . The Arizona Congress is also having district meetings instead of a state convention this year. The first of five was held at Winslow, April 17-18; the last will be held at Tucson, May 1-2.



FREE!

to group leaders, parents, teachers

Endorsed and recommended
by Child Welfare, parent-
teachers and a quarter million
mothers—we will send you,
FREE and postpaid, as many
copies of this booklet as you
need.



THIS year some five million young girls will face a problem which can be made easy for them, if mother, teacher, mentor makes it easy. This year some five million such guardians will have to find a way of giving young girls between the ages of ten and fourteen certain information they need to know.

Some parents, some teachers hesitate in approaching this task. They welcome help from any trustworthy source.

For all guardians, both frank and hesitant, the world over, this problem has now been met. To make the task of en-

lightenment as easy as possible, the Kotex Company has had prepared a friendly little chat between mother and daughter. It is called "Marjorie May's Twelfth Birthday."

In this book the subject is covered in simple, understandable form. It is written to eliminate the element of mystery and give the child complete assurance.

To secure as many copies as you need, without cost or slightest obligation, simply address Mary Pauline Callender, Kotex Company, Room 2187A, 180 North Michigan Avenue, Chicago.

A FAMILY AT COLLEGE

(Continued from page 454)

little groups meeting under the old pines, or behind closed doors after everyone else is asleep. Perhaps what is needed most by some is a different point of view on those things that are so close that the symptoms only are seen. The masculine point of view is not lacking either, as is very well seen when the husbands arrive over the weekends, or for a week or two (some for longer periods), and visit classes or enter into discussions of topics that are precipitated in the classroom.

Courses are outlined in the catalogue, but actually they are built upon the experience of those who meet in classes. I watched a small group after dinner one night gather around Mrs. Gladys Beckett Jones, director of the Garland School of Homemaking in Boston. Soon the room was filled. What were they discussing? One after another left the room only to reappear in different costumes. It became a regular dress parade. It started with a question on color and dress material. Here was a group actually discussing those things that were most pertinent to them. Social development of children in the nursery school! No academic discussion, but illustrated before them.

As the group came out of the last lecture from the mental hygiene classroom they were reëchoing the words of the wise student of human nature: "After all, the best therapy for the ills of life is going about being friendly."

"Hello, what's your name?" inquires the little friendly voice.

If you wish to know more about this Summer School of Euthenics, write directly to Ruth Wheeler, Director, Vassar College, Poughkeepsie, New York.

WHAT DO YOU THINK?

Check each of the following statements as either true or false. Then turn to page 500 for the right answer.

1. It is imperative, for the good of the country and of its children, that something be done to protect the hundreds of thousands of boys and girls now working for long hours in unhealthful surroundings, so that they may have their rightful share of education, comradeship, and play. True..... False.....
2. Most parents keep watchful eyes on their children's physical condition so it is not really important that the schools provide health examinations and follow-up health service. True..... False.....
3. It is good fun for children to spend a summer at camp, but they do not learn much from the experience. True..... False.....
4. The United States loses more women in childbirth than does any other country, and five-eighths of this loss could be prevented. True..... False.....
5. Boys and girls can acquire many valuable learnings in planning model towns and describing them. True..... False.....
6. The success of a membership drive conducted by the P. T. A. depends largely on the nature and extent of the publicity given. True..... False.....

The June-July issue of CHILD WELFARE MAGAZINE will contain, in addition to challenging and interesting articles, news from the Convention of the National Congress of Parents and Teachers, which will be held in Seattle May 21-26. It is planned to have this issue of the magazine in the mail by June 15.



On the Way to the Seattle Convention

If you are interested in visiting Yellowstone Park en route to the convention of the National Congress of Parents and Teachers in Seattle next May, we will be glad to send full information and handsome color poster of the Grand Canyon, free on request. Address E. E. Nelson, 107 Northern Pacific Ry., St. Paul, Minn.

ROUTE OF THE NEW NORTH COAST LIMITED



RADIO PROGRAMS FOR CHILDREN

PARENTAL complaint is heard against a surfeit of blood and thunder in commercial radio programs designed especially to intrigue juvenile interest. Many letters on the subject have reached the *Daily News* from disturbed mothers. Parent-teacher associations are discussing the effect of that sort of mental diet on child minds. An adult revolt seems to be brewing.

"It is alleged that at the twilight hour, when eight-year-old Jimmy tunes in, the serenity of the home is assailed by raucous growls of desperate hoodlums, shrill screams of terrified victims, rattle of gunfire, and groans of the dying. In an atmosphere shivery with stealthy plotting and sanguinary with violent deeds, the temperature of Jimmy's imagination rises to fever heat.

"Girls in tender years, no less than boys, have developed a taste for the radio successor of the dime novel. They listen with gasps of creepy fascination to blood-curdling drama, that by vocal and imitative sound, carries intenser thrill and horror than does the printed word.

"Theorists will differ as to the harmful effect such entertainment may have on the immature, beyond a temporary overstimulation and a crowding out of better provender for thought and emotion. It is certain, however, that although it may profit the sponsors of the program, it contributes nothing desirable to the mental equipment of the child; and if it alienates adult approval obviously it will not long profit the sponsors.

"It is to be regretted that material of so dubious a sort should be used when there is so vast a reservoir of heroic deed and stirring adventure, of whimsical fancy and magic wonder, on which to draw for children's programs. In days when crime is a social problem of first magnitude, feeding crime thrills as leisure-time enjoyment to infant minds is surely to be deprecated, and good homes are justified in resenting an invasion of the undesirable, so easily made and so difficult to prevent."—*Chicago Daily News*

May, 1933

LAURENCE SEARS' RESPONSIBILITY

Its Development through Punishment and Reward



In the problem of determining how society should exercise control, those engaged in the practical work of making people responsible, the author shows, have not profited as much as they might have by contact with ethical theorists. Because of that fact, the new perspective which this study gives to the whole situation is of immediate interest to members of the National Congress of Parents and Teachers. Price, \$2.50.



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Vassar College INSTITUTE of EUTHENICS

For Parent - Child - Teacher

Six weeks summer course for Parents and Teachers in Child Development, Mental and Physical Health, Household Technology, Parent-Education Leadership, and Problems of the Modern Family. A Nursery School for children between the ages of two and five, whose mothers attend. Older school, children five to six and a half, if registration justifies it. Special course for Nursery School teachers. Study, lectures, discussions and personal conferences with experts in the field.

For full information write the Director
Institute of Euthenics, Vassar College
Poughkeepsie, N. Y.

Course begins June 28th

CONSULTATION SERVICE

QUESTIONS AND ANSWERS ON P. T. A. PROBLEMS

First Duties of a P. T. A. President—What should a newly elected president do first?

First of all, a newly elected president will naturally review Congress publications, particularly the National "Handbook," "Activities, Projects, and Program Making," and the "Parliamentary Procedure" leaflet to obtain all data and information possible as the basis for her new work as the president of a local Congress unit.

As soon as she is installed in the office, usually at the last meeting of the school year, the president will consider the appointment of standing committee chairmen. The by-laws of the association should state the method of making these appointments. The suggested by-laws for parent-teacher associations in the National "Handbook" call for such standing committees *to be elected by the Executive committee*, as may be required by the association to promote the objects and interests of the organization. If feasible, appointment or election of committees should be made before the summer vacation begins so that meetings of the committees may be held before school opens in the fall.

After the chairmen of standing committees have been decided upon, the president should call a meeting of the Executive committee at which the general parent-teacher objectives for the year can be chosen and tentative plans outlined for the officers and chairmen. The local by-laws will define the personnel of the Executive committee.

For information about correspondence courses in parent-teacher work for leaders, send a self-addressed, stamped envelope to the Education Division, National Office, 1201 16th Street, N. W., Washington, D. C.

Authorization for Expending P. T. A. Funds—May funds from the treasury of the P. T. A. be expended by the president, or any other officer, without the approval of the association? May the Executive committee spend the money without the vote of the association?

All funds are expended by vote of the association. This does not necessarily mean that each item of expenditure must be brought before the association for a vote. The *local by-laws* decide how the funds may be expended. The local budget is a guide for certain routine expenditures,

after it has been adopted by the association. Standing rules and motions may govern the expenditure of funds. The by-laws usually require that all warrants drawn upon the treasury shall be signed by the president and the secretary. Consult the National "Handbook," pages 18, 19; "Treasurers" and "Parliamentary Procedure" leaflets. Mimeographed "Suggested Local Treasury Chart" may be ordered from the National Office, price 5 cents.

Executive Committee Reports—After the secretary or vice-president has read the minutes of the Executive committee meeting to the association, is it necessary for the president to ask the meeting for approval of this report, even if it contains nothing but statements and accounts of proceedings?

The president should not call for the approval of the Executive committee minutes by the association. These minutes can be approved by the Executive committee only. The approval of the minutes does not carry with it a personal approval of the actions recorded but merely the opinion of those who were present at the Executive committee meeting that the statements recorded in the minutes are an accurate record of the proceedings of the meeting.

The approved minutes of the Executive committee are not necessarily read to the association as the report of this committee. The report to the association may be a condensed record of the matters which have come before the Executive committee, including the recommendations of the Executive committee to the association. If the report contains recommendations they may be adopted as a whole under a motion to adopt the report, unless the main body wishes to act upon the recommendations separately. The latter may be done under a motion to that effect before the report as a whole is adopted.

The approved minutes of the Executive committee may, however, constitute the report to the association. In this case, they are considered as a report of the committee and are acted upon by the association.

"Handbook," pages 17, 44. "Parliamentary Procedure," leaflet, pages 3, 12, 13, 14. *Roberts Rules of Order, Revised*, page 224.

The Consultation Service is presented by CHILD WELFARE with the cooperation of Mrs. C. E. Roe, Field Secretary, and of Mrs. L. F. Pope, Assistant Secretary, Research and Information Division of the National Congress. Send parent-teacher questions—with a stamped, self-addressed envelope—to the Consultation Service Bureau, CHILD WELFARE MAGAZINE, 8 Grove Street, Winchester, Massachusetts.

BOOKSHELF



"Mother and Four," by Isabel Wilder. New York: Coward-McCann. \$2.00.

"Growing Up with Our Children," by W. H. Burger. New York: Association Press. \$1.00.

"Prohibition: A National Experiment," the Annals of the American Academy of Political and Social Science. Philadelphia: The American Academy of Political and Social Science. \$2.00.

"Morale, the Mental Hygiene of Unemployment," by George K. Pratt. New York: National Committee for Mental Hygiene. 25 cents.

"The Effective Dean of Women," by Eunice Mae Acheson. Chicago: University of Chicago Press. \$3.00.



It is seldom that we have the relaxation of reviewing a novel for the Bookshelf.

There is, however, so much sound advice about the raising of children given in Isabel Wilder's *Mother and Four* that it is entitled to a place beside more professional treatises on parent education.

Miss Wilder, who is the sister of Thornton Wilder, author of "The Bridge of San Luis Rey," presents the point of view of both the older and the younger generations in this first novel of hers. The mother in her story was left a widow, in 1914, with four children between the ages of eight and fifteen. Her problem was partly economic but even more one in character training. Single-handed she managed it, teaching school and running her house, but not without difficulties. She brought the children up through the war years to maturity—fine young people—but as they grew older they said, "Mother doesn't understand," "I wish I could make Mother see . . ." While the mother said to herself, "We parents have to learn to keep quiet."

In this lively, realistic account of home life there are many suggestions for the parent who is seeking to handle family situations, both great and small, with tact and efficiency.

Parents and the Teen Age

ADJUSTED and unadjusted parents play a large part in W. H. Burger's *Growing Up with Our Children*, though the emphasis is divided between parents and the teen age young people whom the author has observed and studied. The book is based partly on the results of a questionnaire given to 475 boys and 125 girls. Mr. Burger's conclusions are classified under seven

By WINNIFRED KING RUGG

heads: breaking home ties, managing sex, winning recognition, joining groups, growing up in religion, getting along in school, and choosing a job. These seem to be the major problems of adolescent youth, and Mr. Burger's object is to help parents to see what they can do about them.

An unadjusted parent, by the way, is one who once in a while gets into an emotional "jam" with son or daughter. Mr. Burger's little book points out some of the ways to prevent such a situation.

A National Experiment

AN intensely interesting treatise, the formal, statistical appearance of which belies the pungent and up-to-date character of its contents, is *Prohibition: A National Experiment*, the September, 1932, issue of the Annals of the American Academy of Political and Social Science. It is made up of more than twenty articles on various aspects of prohibition, prepared by well-informed writers. They do not all agree, which is not surprising considering the general wide divergence of opinion on the subject, but they do present the several facets of a subject that is probably going to be in the public mind this coming year even more than ever before. The sections on the effect of prohibition on certain phases of social life, such as health, both physical and mental, and economic welfare, merit the most careful study. Since the authorities do not agree it is impossible in a review to give an abstract of their findings. Many of them unite, however, in acknowledging the power and effectiveness that there is in education for temperance and the creation of public opinion.

REPRINT SERVICE

In this Issue: Articles Available in Reprints

"Overburdened Children"

"A Summer at Camp"

10 cents each

25 copies	\$2.00
50 copies	3.00
100 copies	5.00

"Youth Reshapes the Home Town"

"Is Your Town Healthy?"

15 cents each

25 copies	\$3.00
50 copies	4.25
100 copies	6.50

Subject Index of CHILD WELFARE Articles

September, 1929—June-July, 1932

5 cents each

Remittances should accompany orders

WHAT DO YOU THINK?

These are the answers to the true-false statements on page 496. The page numbers refer to pages of this issue of CHILD WELFARE on which discussions of the statements may be found.

- | | |
|-------------------|------------------|
| 1. True, p. 455. | 4. True, p. 477. |
| 2. False, p. 473. | 5. True, p. 460. |
| 3. False, p. 464. | 6. True, p. 487. |

Mental Hygiene and the Depression

DR. GEORGE K. PRATT, Chairman of the Committee on Mental Hygiene of the National Congress, has written a pamphlet called *Morale, the Mental Hygiene of Unemployment*. It is intended for unemployment relief and social workers, public health and visiting nurses, public officials, clergymen, and all those engaged in philanthropic enterprises. Dr. Pratt does not profess in this brief discussion to equip an otherwise untrained person to handle the delicate and complicated mechanism involved in relief work, but he hopes to create a better understanding of what is going on in the minds of men and women who have lost their jobs. Especially the father of the family is often blamed for losing his job and bringing discomfort to his household. Unconsciously, but nevertheless as a defence, he often develops symptoms of apparent illness. That situation must be met by in some way restoring his confidence in himself. This is only one of the many examples of the problems in mental hygiene arising from present conditions.

Deans and Students

AN investigation of the personal and professional characteristics that make "successful deans, especially in their relations with their students," is reported by Eunice Mae Acheson in *The Effective Dean of Women*. The practical purpose of the investigation is to help women who are thinking of entering that profession to rate their own qualities to see whether they are likely to prove fitted for the work. The book has some value for educators in that it sets a standard of efficiency for women deans and gives a good survey of what students like in their deans.

STAMP OF MERIT

The appearance of an advertisement in CHILD WELFARE is in itself a stamp of merit. No product may be advertised in these pages unless it is known to be reliable, and the business ethics of the advertiser unquestioned. Listed below are the firms which advertise in this issue of CHILD WELFARE. The italics refer to free material which they offer:

	PAGE
American Seating Company. <i>Booklets on Posture</i>	481
Columbia University Press	497
Franklin Printing Company	497
Grolier Society, The. <i>Booklet</i>	4th Cover
Kotex Company. <i>Booklet</i>	495
Northern Pacific Railway. <i>Poster</i>	496
Vassar College	497

Postage can be saved, when sending coupons to advertisers, by clipping the coupon and pasting it on a one-cent government postal.

In writing to advertisers, please mention CHILD WELFARE MAGAZINE



Question—My son is six and a half years old. I am employed and my mother takes care of him. He does not obey her although I have talked to him so much about it. When we have company he acts silly, shows off, and refuses to obey; he is jealous of other children present. He seems to want to do the very things he has been told not to do. I shall appreciate your help.

Instead of telling a child what not to do, we shall get better results by telling him what *to* do. If we say, "Do not turn on the gas," we immediately put an idea in his mind that he may not have thought about before, and being a normal child he is eager to investigate.

Avoid much talking. Say what is necessary and *expect* the child to obey. Then be firm, of course fair, and see that he does what you ask him to do. When children are constantly talked to, they seldom obey the first time. Why should they, when they have found out that they can gain some time while the commands and requests are repeated?

It is easy for a child to become the center of attention when he is much alone with adults, especially if the adults are inclined to be too solicitous. Then when company comes he wishes to continue to receive attention because of the satisfaction it gives him. To get it he will employ any means that work, even to being silly. He resents attention to others because he has been getting it all himself and naturally wants to keep it.

Please understand that this is not a condemnation of the child, for he is not to be blamed. It is conditions that must be changed so that your boy may be happier in the end. Avoid too much attention. Keep him busy with plenty of play material (not too many toys) and out-of-door

activity. Let him play with children of his own age and keep adults in the background. When company comes, let him stay out of doors or play with his own things. If he comes into the room to show off, do not notice him. When he finds he is no longer the center of the stage he will stop acting.

In the evening when your work is finished, have a good time with the boy. Romp and play. Do things together to divert his attention from himself. Talk with your mother and plan together so that you will be working in harmony.

The book, *Everyday Problems of the Everyday Child*, by D. A. Thom, will offer additional suggestions and helps to you in solving this problem.

Question—How may a teacher encourage the use of reference books?

The teacher who knows how to present a subject in an interesting way will create a desire on the part of the child to know more about it and to find more in the reference books. As it is rarely possible to cover a subject during a class period, the teacher can suggest that there are other interesting facts in the books on the shelf.

The subject of the lesson may be divided among the students. If the transportation of a country is to be studied, let the various members of the class be assigned different points to be looked up and reported individually in class. Or, one topic might be assigned to the class to be reported on from various reference books chosen individually by the members.

The study of great men and women could be made an interesting course in connection with history, geography, civics, reading, health, education. Their biographies may be read in the reference books and used in class.

Reference books supply unlimited material for essays, compositions, and other forms of written work. Frequent short debates could be arranged for the class based upon the findings in the reference books.

The use of reference books could be made a privilege to be given to students doing good work or showing a fine attitude in school. Some reference books could be kept on the table for those students to browse in who finish their work before the other members in the class. Extra credit could be given to pupils who do outside reading from the reference books and hand in reports of the same.

Parents should be urged to discuss at home subjects which have been found or may be looked up in the reference books.

If awards are given for group activities they might be in the form of reference books.

(This department is conducted with the cooperation of the Committee on Parent Education of the National Congress of Parents and Teachers. Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)

MOTION PICTURES— A CONSTRUCTIVE POLICY

MANY readers have noticed that the film reviews which have been a feature of CHILD WELFARE for more than ten years were discontinued with the February, 1933, issue. In January, 1933, a list of recommended films only was given and the editors expected to continue with such a listing. However, after Mrs. Robbins Gilman's national motion picture plan had been presented in that issue it was decided to bend all the energies of the magazine toward helping develop the Congress plan to safeguard children from the present-day commercial theatrical films by substituting the use of non-theatrical films now being produced by the government, universities, and independent companies.

These films offer a wide selection of subjects ranging from the educational to the recreational. For instance, so great is the perfection of the new nature films that we may study birds by means of sound movies and become familiar with the ruffed grouse and its muffled drumming and with flying Canadian geese of raucous honk. There are now thousands of safe, sane, and entertaining non-theatrical movies for children and adults. They are inexpensive and easily produced in school, church, and community halls.

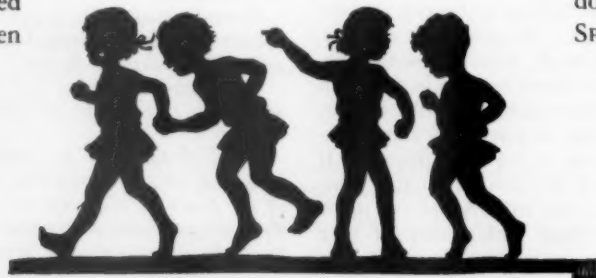
The scarcity of clean theatrical pictures for children and the impossibility of predicting the objectionable features which may be and usually are shown even with those few which are endorsed as safe, have been

determining factors in developing a new Congress plan of work. Until blind booking is outlawed, published lists of good pictures are at best a broken reed upon which parents may rely. Such lists give them no assurance of what their children may be exposed to at the time of showing.

In the January issue of CHILD WELFARE, Mrs. Robbins Gilman, Chairman of the National Committee on Motion Pictures, described the plan of work accepted by the Congress and began practical directions about securing and producing the non-theatrical films now available.

As soon as state Motion Picture chairmen make their local chairmen familiar with Mrs. Gilman's plan, a beginning will have been made for carrying it out. Congress members are earnestly working for child welfare in general and for the education, protection, and recreation of their own children in particular. They are willing to go to great trouble and expense to see that children are properly fed and clothed and housed. When they are sufficiently aroused to the moral and spiritual hazards of theatrical, commercial motion pictures they will courageously rise to deal with those hazards.

Let us as individuals, Congress units, and state branches unite whole-heartedly in backing Mrs. Gilman's plan, which is the plan of the National Congress of Parents and Teachers. It is practical, feasible, and necessary. CHILD WELFARE will do its part. Will you do yours?—MARTHA SPRAGUE MASON



FILM SERVICE

By CATHERYNE COOKE GILMAN • Chairman, National Committee on Motion Pictures

STATE and local chairmen of Motion Pictures are urged to write to the following educational sources for non-theatrical films and visual aids to education. Non-theatrical films may be used to advantage for both recreational and educational purposes.

University of Arizona
Bureau of Visual Education
Tucson, Arizona

University of California
Department of Visual Instruction
Berkeley, California

University of Colorado
Bureau of Visual Instruction
Boulder, Colorado

Yale University Press Film Service
New Haven, Connecticut

University of Florida
General Extension Division Record
Gainesville, Florida

University of Illinois
Visual Aid Service
Urbana, Illinois

University of Chicago Press
Films and Equipment
5750 Ellis Avenue
Chicago, Illinois

Indiana University
Bureau of Visual Instruction
Bloomington, Indiana

Iowa State College
Engineering Extension Service
Motion Picture Films and Equipment
Ames, Iowa

University of Iowa
Visual Aids for Classroom Use
Iowa City, Iowa

University of Kansas
Bureau of Visual Instruction
Lawrence, Kansas

University of Kentucky
Extension Department
Lexington, Kentucky

University Film Foundation
Harvard Square
Cambridge, Massachusetts

Michigan State Department of Conservation
Division of Education and Public Relations
Lansing, Michigan

University of Michigan
Extension Division (Slides)
Ann Arbor, Michigan

University of Minnesota
Branch of Visual Instruction
Minneapolis, Minnesota

University of Missouri
Visual Education Service
Columbia, Missouri

University of the State of New York
Visual Instruction Division
Albany, New York

Department of Public Education
The American Museum of Natural History
77th Street and Central Park West
New York City

University of North Dakota
Visual Instruction Service
Grand Forks, North Dakota

State Department of Education
Visual Instruction Exchange
Columbus, Ohio

University of South Dakota
Department of Visual Education
Vermilion, South Dakota

University of Texas
Visual Instruction Bureau
Austin, Texas

University of Wisconsin
Bureau of Visual Instruction
Madison, Wisconsin

Educational Screen, Inc.
1000 and One, Blue Book of Non-Theatrical Films
64 East Lake Street
Chicago, Illinois

St. Paul Institute
Visual Instruction Service
St. Paul, Minnesota

Y. M. C. A. Motion Picture Bureau
347 Madison Avenue, New York City, or
19 South La Salle Street, Chicago, Illinois

COMING IN JUNE-JULY

A COMMUNITY FIT FOR CHILDREN

Eva Whiting White



TRAINING OUR LITTLE SAVAGES

Myrtle Meyer Eldred



RADIO ENTERTAINMENT FOR CHILDREN

Alice Keith

FOR MATERIAL

About the Preschool Child

Turn to pages 452, 466, 468, 470

About Elementary School Children

Turn to pages 452, 455, 458, 463, 468, 470,
478, 501, 502, 503

About Older Boys and Girls

Turn to pages 455, 458, 463, 470, 478, 501,
502, 503

For Parent-Teacher Units

Turn to pages 451, 470, 474, 476, 478, 481,
482, 485, 488, 489, 490, 494, 498, 502, 503, 504

Concerning All Children

Turn to pages 455, 470, 475, 476, 488, 489,
496, 497, 499

THE OAK LEAF CONTEST

Basing totals on CHILD WELFARE Magazine subscriptions received from April 1, 1932 to March 31, 1933, the branches in the various classes rank as follows:

CLASS A

1. Illinois
2. New York
3. Pennsylvania
4. New Jersey
5. California
6. Ohio

CLASS B

1. Missouri
2. Texas
3. Michigan
4. Georgia
5. Colorado
6. Iowa
7. Indiana

CLASS C

1. Florida
2. Minnesota
3. Arkansas
4. Kansas
5. Washington
6. Tennessee

CLASS D

1. North Carolina
2. Wisconsin
3. Kentucky
4. Oregon
5. Alabama
6. Massachusetts
7. Nebraska

CLASS E

1. Oklahoma
2. Louisiana
3. Connecticut
4. Rhode Island
5. Dist. of Columbia
6. North Dakota
7. West Virginia

CLASS F

1. South Dakota
2. Mississippi
3. Vermont
4. Virginia
5. South Carolina
6. Maryland
7. Hawaii
8. Delaware

CLASS G

1. Arizona
2. Idaho
3. Montana
4. Wyoming
5. Maine
6. New Mexico
7. New Hampshire
8. Utah

CHILD WELFARE is the OFFICIAL NATIONAL MAGAZINE of the NATIONAL CONGRESS OF PARENTS AND TEACHERS, known locally as the P. T. A. In keeping with the non-commercial policy of the national organization CHILD WELFARE Magazine employs no commercial solicitors or agents working on a commission basis. Subscribe through a parent-teacher association or send subscription to

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